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ABSTRACT

An evaluation study of adult basic education in Maine (ABE) was made by the University of Maine's Continuing Education Division. It was found that during FY 1968-69 ABE programs had reached 1034 persons of a potential ABE population of 88,539. Chapter I summarizes the findings and recommendations. Chapter II presents the design of the study. Chapter III discusses the extent of illiteracy in Maine. Chapter IV examines the administration of Adult Education by the State Department of Education. Chapter V examines the local administration of ABE. Chapters VI-IX examine the role of and feedback from the ABE teachers, counselors, students, and administrative personnel. Chapter X discusses in-service training opportunities for ABE teachers. Chapter XI examines a proposed ABE program for the Passamaquody Indians. Appendices include the ABE Evaluation Project Visitation Schedule, and the reading tests used on the local level. (DM)

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AN EVALUATION STUDY OF ADULT BASIC EDUCATION IN MAINE

prepared for
The State Department of Education
in Maine
by
The Continuing Education Division
University of Maine
July 30, 1969

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UNIVERSITY OF MAINE

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May 31, 1969

Mr. John Moran, Supervisor
Adult Education
State Department of Education
Augusta, Maine

Dear Mr. Moran:

We are pleased to forward to you the report of the study team on the Program Evaluation of Adult Basic Education in Maine.

We want to thank your office and the directors, counselors, teachers, and students for their helpful cooperation in carrying out the study. We found the visitations beneficial in learning of the accomplishments and the needs of the various programs.

It is hoped the observations and recommendations of the study will prove useful to the local programs and to the State Department of Education in bringing improved and additional services to the Adult Education student in Maine.

Our best wishes to you and the ABE directors as they carry forward this important phase of adult education in Maine.

Sincerely,

Roger W Axford

Roger W. Axford
Project Director

AN EVALUATION STUDY OF ADULT BASIC EDUCATION IN MAINE

for

The State Department of Education in Maine

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University of Maine

Dr. Roger W. Axford, Director

Dr. Robert E. Lowell

Mr. Theodore H. Vrooman

Mr. Kenneth I. A. Macleod

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July 30, 1969

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INTRODUCTION

This survey of Adult Basic Education in the state of Maine is a combined effort of a team of consultants drawn from the University of Maine and the Director for Continuing Education for the State of New York. Although the staff met to discuss the findings and recommendations in each of the areas, the person who had responsibility for a special area wrote that section. There are, therefore, a variety of writing styles, and special approaches to the problems of each area. Professor Theodore Vrooman did the report on the State Administration of A.B.E. including the recommendations of Dr. Monroe Neff, and he also did the Local Administration report The Teacher in A.B.E. gives the findings of Dr. Robert Lowell. The Student in A.B.E. are findings and recommendations of Mr. Kenneth MacLeod. The Counselor in A.B.E. and other sections of the report were written by the Director of the Evaluation Study who took overall responsibility for the project. The assistance of our Project Assistant and typist Mrs. Rachel Berry is gratefully acknowledged.

It is hoped that the instruments used by the team in the study of the A.B.E. student will prove useful to other study groups. We wish to thank Dr. Arthur M. Kaplan, Professor of Psychology, University of Maine for reading the report and for making helpful suggestions. It is the hope of the study team that the recommendations will prove useful in making for expanded opportunities for disadvantaged adults to learn, and an even more effective Adult Basic Educaton program in Maine. We also hope the study will prove helpful to the State Department of Education as they continue to bring additional services to the local programs.

We would like to thank all those dedicated directors, teachers, counselors and students who gave cooperation and assistance in the collection of data, and to the personnel of the State Department of Education who made information and records available to us for the study.

Roger W. Axford, Director

CHAPTER I

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

1. *Population:* There is an extensive A.B.E. population in the state of Maine (88,539)[1] and a beginning has been made at reaching this population. Only a small part of the potential are in the A.B.E. program.
2. *Recruiting:* Better recruiting techniques are needed to reach the true A.B.E. population, and directors and counselors recognize this need. Innovative recruiting techniques need to be continued and researched.
3. *Directors:* There is need for monies to be added so that directors may devote more time to the A.B.E. program. Half-time and full-time directors must be hired, with adequate compensation for a challenging and difficult task.
4. *Counselors:* More than half of the programs have trained counselors who devote time to the A.B.E. program, and of those engaged part-time most desire further training in working with adults. Directors of A.B.E. should be relieved of the counseling role.
5. *Class Size:* Small classes are desired by A.B.E. students. In most cases the classes are small so that individualized instruction is possible with the adult. The average student-teacher ratio is seven to one.
6. *In-Service Training:* Teachers are taking advantage of a growing number of regional and local in-service training opportunities. With the addition of a State staff person for in-service education in adult education, teachers should be better able to keep up with new materials, new teaching techniques, and exchanges of ideas and information on A.B.E.
7. *State Support:* The average per pupil cost of $204.00 compares quite favorably with the State figure of $178.00 per pupil and reflects the ten per cent difference contributed by the municipality and extra costs borne by the district. The State should make a contribution to the A.B.E. budget, at a minimum the salaries of the consultants.
8. *Courses:* Although federal funding does not presently permit, students desire more courses in the program of a general education nature. Typing, nurse's aide, homemaking, and auto-mechanics rated high along with the high school equivalency. The A.B.E. students should be encouraged to follow A.B.E. with vocational type courses, and the A.B.E. program needs to be adjusted to meet these needs and desires. Because of the high percentage of persons desiring the General Education Development Certificate, curriculum needs reexamining.
9. *Materials:* Additional funds should be made available for teaching materials. Twenty-three of eighty-one teachers indicated need for more sufficient materials.
10. *Teachers:* As programs develop, teachers should be encouraged to teach in A.B.E. full-time. Day Centers in urban areas could use full-time A.B.E. teachers. Forty-six teachers stated they would teach A.B.E. full-time if given the chance. Professionalization will develop for A.B.E. only as teachers are full-time and well-compensated.
11. *Experimentation:* The development of special projects such as learning laboratories (like those in New York and New Jersey) need to be attempted in some Maine communities such as among the Indians.
12. *Training:* There should be developed an intern or fellowship program for persons working in Adult Education, so that advanced study may be undertaken at a college or university. Tuition should be reimbursed to A.B.E. personnel for professional courses.
13. *Testing:* The state office should establish a statewide testing program that would be sent back and put on IBM at the State level. This could be an assistance to the local program personnel, and give information on grade level advancement. Tests should not be given until the A.B.E. student is well into the program. The present "testing program" should be re-examined.
14. *Students:* Students should be given more learning materials to keep. Most programs give adult students workbooks to keep, and newspapers of an adult level. More programs should emulate this practice.

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[1] From NAPSAE Handbook, 1969, p. 25 "Educational Attainment, Age 18 and over. Less than Elementary School Education."

15. *Teacher Selection:* More day teachers should be involved in programs of in-service training in A.B.E. The A.B.E. director needs the *very best* and most highly motivated teacher in order to recruit and keep the A.B.E. student who is often financially, culturally, and sometimes intellectually disadvantaged. In Maine, many adults in A.B.E. as it is presently constituted, are bright, motivated, and need only to learn English as a second language.

16. *Teacher Aides:* Experimentation with utilizing successful A.B.E. students as teacher aides would be worth a try. These students could also assist in recruitment and in information feedback to directors, counselors, and teachers.

17. *Indian Education:* Innovation in A.B.E. should be essential in working with the Maine Indians. Literacy training built around education in the arts and crafts might give an economic base for mounting a successful program. Mr. Peter Terry should be encouraged in utilization of Indian aides to develop and carry out his program. An Indian Advisory Council with some self-determination in A.B.E. programs should be encouraged. Financial support is fundamental.

CHAPTER II

THE DESIGN FOR THE STUDY OF THE A.B.E. PROGRAM IN MAINE

Using as a basis of the study the A.B.E. Program Evaluation Guidelines provided by the U.S. Office of Education through the State Department of Education, in consultation with the State Supervisor of Adult Education a design was developed for the study which would examine the various aspects of the Adult Basic Education Program in Maine.

In order to get as comprehensive a picture as possible of the various aspects of the A.B.E. program in the state at this time it was considered important to learn as much as possible about the following: the state organization of A.B.E. in the State Department of Education, the local administration of A.B.E. programs, the teacher of A.B.E., the student of A.B.E., and the counselor role in the A.B.E. program. Two days were spent with the State Supervisor of Adult Education in Augusta structuring the design of the project, and discussing with him the areas of the program development and procedures for making the study. One of these days was spent with our consultant, Dr. Monroe C. Neff, Director of Continuing Education for the State of New York, and Mr. Moran, the Maine State Supervisor, discussing the proposed questionnaires and the schedules to be used as a basis for gathering the data for the study. The State Supervisor of Adult Education was helpful in suggesting additional questions and wording of the questions to be asked of the students and teachers, and in describing the way the local A.B.E. programs relate to the State Department of Education.

Organizing for the Study

In order to get as comprehensive a picture of the A.B.E. program as possible within the limitations of time and funds available, it was decided best to engage specialists in each of the areas of concern for optimum results. The months of December and January were used by the Director for organizing staff, developing the plan for the study, opening an office at the University of Maine South Campus, and readying the questionnaires for the study. A specialist in school administration was sought for the examination of the local and state administration of A.B.E., and Theodore H. Vrooman, Assistant Professor of School Administration, University of Maine was engaged as a part-time consultant. Mr. Vrooman has been associated with an adult education program at Syracuse, New York and has a familiarity with the programs of adult basic education.

Dr. Robert E. Lowell, Assistant Professor of Education and Director of the Reading Clinic at the University of Maine has worked with a literacy program in New York state and has a familiarity with the teaching materials of A.B.E. He agreed to serve as a consultant on the teacher and materials aspect of the study.

Mr. Kenneth I. A. MacLeod, a graduate student in psychology with a background in statistics was engaged as a part-time Project Assistant Director to work largely with the student questionnaires and visitations.

Mrs. Rachel F. Berry, a Project Assistant, became the typist for the project and has been most helpful in transcribing tapes, analyzing data, typing letters, and keeping the Director and staff on schedule.

The Director has given overall supervision to the study and has examined the counselor role in the A.B.E. programs, as well as interviewing the numerous students, teachers, counselors and administrators during the visitations to the A.B.E. sites.

The Orientation

In cooperation with the State Supervisor of Adult Education it was decided to launch the study by holding an orientation meeting with the Directors of A.B.E. and to a.) acquaint them with the organization of the study, b.) the purposes of the study, c.) read the questionnaires to be used with the teachers, students, counselors, and administrators, and d.) agree upon dates for site visitations. This meeting was held at the Howard Johnson's Motel Bangor, Maine on February 1, 1969 and launched the study. Eighteen of the local A.B.E. directors attended the orientation and agreed to assist their teachers in utilizing the student questionnaire as a teaching device with the students in the A.B.E. classrooms. Copies of the questionnaires were distributed to all present and questions answered by the Director of the project and each of the consultants who attended the orientation. The State Department's Mr. Richard Adams was helpful in lining up dates for visitations to the local programs suggested by the Department.

As was suggested in the guidelines, the study should include a representative sample of urban and rural programs. It was decided by the Project staff that as many site visitations would be made, as possible which would include visits with the administrators, teachers, counselors, and some classroom visitations. Nineteen local programs were to be visited by one or more members of the team, as agreed upon with the State Supervisor of Adult Education of the State Department of Education.

Study Procedure

Members of the staff made a site visitation to the nineteen programs (two at one location) in order to get a feel for the problems of the local administrator, the climate of learning for A.B.E. students, the adequacy or inadequacy of the facility for adult education activities, and the interest and preparation of the teachers for the A.B.E. task. There was also an opportunity to examine some of the materials being used in the local programs, to examine some of the registration and counselor procedures, and to talk first hand with the administrator of the program, his counselor if he had one, and get a first hand response from the A.B.E. teachers. In nearly all cases the teachers are working full-time in the public school system and teach A.B.E. on an overload basis. It was therefore necessary to interview the teachers and administrators prior to their A.B.E. classes or at a time arranged by the local A.B.E. director. In most visitations a tape recorder was utilized to obtain responses from the teachers and administrators as to their reactions to the program of A.B.E. The open ended interviews held mostly with small groups were concerned about information in the following categories: recruitment; reasons for entering the program; scheduling; grouping, testing and evaluation; student attendance; motivation factors; the social element; teaching materials; teaching methods; A.B.E. as English as a second language; problems of dropouts; and teacher's suggestions for program improvement. The team found little reticence on the part of the teachers, counselors, or administrators in expressing their ideas regarding the A.B.E. program, and in fact an eager desire to help in the study and an overt expression of wanting to improve the teaching and administration of the A.B.E. program.

The visitations were made as scheduled except in the case of the Portland program which had to be rescheduled due to a heavy snowstorm which closed schools almost statewide. The cooperation of the local directors was a vital part of the success of the study, for we found almost all directors anxious to talk about ways to improve the program and better support their teachers in the A.B.E. program. Since there are now only two full-time directors of adult education in the state of Maine the part-time administrators of A.B.E. programs demand a high degree of commitment from themselves and from their teachers.

The Findings of the Study

The five basic areas of examination of the A.B.E. program will be considered under the headings 1) The State Office of Education and A.B.E. 2) the Local A.B.E. Administrator 3) The A.B.E. Student in Maine 4) the A.B.E. Teacher and 5) the A.B.E. Counselor. The findings of this study will be dealt with in each section of this report. Following the findings will be a set of recommendations which will include some broad and some specific recommendations for improvement of the A.B.E. programs. Because the teachers are so important in the success of the local programs, a section will be given to "Some selected excerpts from interviews with teachers and administrators" which could be useful to both the State Department of Education in teacher training, and to local administrators in their programs of in-service training. To be found in the chapters are the questionnaires used by the team, and in the Appendix a schedule of the visitations made to the local programs during the months of February, March, and April, 1969. It is hoped that the design of the study will prove useful to the State Department of Education and their adult education staff in future studies, and that the information will be helpful in implementing the recommendations made by the evaluation team. As a result of the study, the team recognizes that some additional questions could be added. It was hoped, however, that the questionnaires would be kept within limits, so that respondents would not be reluctant to complete the entire list of questions, and that we might have responses from as complete a population as possible. It was unfortunate that the student questionnaires were circulated and completed during one of the snowiest periods of Maine's history, but the interest and cooperation of the administrators and teachers brought a better response than might have been anticipated.

Because a questionnaire is circulated to students each year by the State Department of Education, and reported to the U.S. Office of Education, there was an attempt not to duplicate questions already asked which are on file with the Adult Education office in Augusta. (Questions such as race, number of welfare recipients, number of separations for various reasons were not included in our study.)

CHAPTER III

THE NATIONAL ILLITERACY PROBLEM AND THE A.B.E. PICTURE IN MAINE

SECTION I.

The Background for Basic Education for Adults— The National Scene

Remedial and basic education for adults has reached a hitherto unequalled place of significance within the field of education and in particular adult education. This section of adult education has been described by various titles such as literacy education, fundamental education, English for the foreign born, social education, and now adult basic education (A.B.E.). Adult Basic Education is defined by *Standard Terminology for Instruction in Local and State School Systems* as:

> Instruction in communitive, computational and social skills for adults whose inability to effectively use these skills substantially impairs their getting or retaining employment commensurate with their real ability, in order to lessen or eliminate such inability, raise their level of education, and enable them to become more productive and responsible citizens. This usually is considered to include instruction for adults whose educational attainment is below the eighth grade level.[1]

Adult Basic Education is concerned about learning basic social, scientific, and economic concepts and in addition is concerned with attitudes and values which will help the adult in his maturity and social and psychological development.

The United States government has taken a special interest in literacy education through the U.S. Office of Education and the State Departments of Education in the various states. Eli Ginzburg in his article "10,000,000 U.S. Illiterates," published in the November 1958 magazine *Americas* raises the question as to whether a modern society can proceed without functional literacy and has asked:

"Can a democratic society function effectively in a contemporary world unless the citizens are literate? How can an individual discharge the responsibilities of citizenship unless he can inform himself on the issues of the day and express his opinions with respect to them?"

A Look at the 1960's

Looking at the 1960's we find that A.B.E. is no longer the struggling infant of the field of adult education. The educational climate had become sufficiently conditioned to start to more adequately meet the problems of undereducation in the United States. Dr. Edward W. Brice reported that among 231 selected occupations in the United States, a review of the median number of school years completed gave evidence that none of the occupations had employees with less than a median of eight years of school completed. The federal legislation for adult basic education reflected the action on the part of the government to begin to meet the needs of the undereducated adult. Passed were the Manpower Development and Training Act of 1962; the Vocational Education Act of 1963; the Economic Opportunity Act of 1964; and the Adult Education Act of 1966 with subsequent amendments to that Act. Is government facing up to the need? The fact that the U.S. Office of Education spent forty-five million dollars on A.B.E. in 1967 is some indication that the people and the government are paying serious attention to educating the illiterates and semi-literates.

The question might be asked, "Is adult undereducation still a problem in America?" The answer is still a shocking one—about 23 million people 25 years of age or older were the educationally disadvantaged population in the United States in 1960.

FEDERAL LEGISLATION AND ADULT BASIC EDUCATION—IMPORTANT TO MAINE!

Since the life of adult basic education programs is so dependent upon federal legislation, one of the primary concerns of many adult educators is the Adult Education Act of 1966 and the amendments up through 1968. The 90th Congress on the final day of its first session passed a two-year extension of the Adult Education Act of 1966. The amendments included in the Public Law 90-247, Title V, Extension of Adult Education Program, signed by the President January 2, 1968 include:

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[1] Putnam, John F. and Chrismore, W. Dale, compilers. *Standard Terminology for Instruction in Local and State School Systems: An Analysis of Instructional Content, Resources and Processes.* Office of Education, U.S. Department of Health, Education, and Welfare. Washington, D. C.: Government Printing Office, May 1967. p. 689.

1. An extension of adult basic education programs through June 30, 1970.
2. Authorized $70 million for the fiscal 1969 and $80 million for fiscal 1970.
3. Grants a minimum allotment of $100,000 to each state, regardless of population.
4. Permits private non-profit agencies to participate in the program included in the state plan.
5. Continues the 90 per cent federal and 10 per cent state/local funding ratio through fiscal 1970.[1]

Because such a large part of the adult basic education program is made possible from federal funding, the state and local adult education administrators and programers are continuing to find it necessary to inform the public of the significance of the program and the needs yet unmet, so that adequate funds will be forthcoming to help overcome the literacy gap that is crippling our society, and acting as a roadblock to full employment.

Even though $40.25 million was appropriated for A.B.E. programs in fiscal 1968, the Bureau of the Budget cutbacks reduced the appropriations to $38,680,000. $30,590,000 went for grants to the states, $6,550,000 was allocated to special projects and $1.5 million went for teacher training. Special projects and teacher training were funded directly from Washington.

Prospects for Adult Basic Education

The prospects for growth and expansion of Adult Basic Education appear quite positive. Senator Jacob Javits, New York, has introduced bill S. 1663 asking for a five-year authorization of 1.85 billion dollars. The major purposes of the bill include: to continuing ongoing programs of Adult Basic Education, to extend these opportunities through high school, to create state advisory councils of adult education, and to lower the participant age to 16 for adult high school programs as well as for A.B.E. Senator Javits has suggested authorization would be $300 million for Fiscal Year 1970, $350 million for FY 71, and $400 million for each of the succeeding three fiscal years. The bill is supported by the National Association of Public School Adult Education, and by the National Council of State Directors of Adult Education. H.R. 514, the extension of the Elementary and Secondary Education Act, is also supported by the NAPSAE organization.

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[1] Public School Adult Education 1969 Almanac, National Association of Public School Adult Education, 1201 16th St. N.W., Washington, D.C., p. 33.

SECTION II.

Where Do Maine Adults Stand in the National Picture?

The state of Maine rated 16th in the nation for persons 25 years old and over with less than 8 years of school completed according to the U.S. Census for 1960. The total given for the number of adults in this category was 84,000 persons, representing 15.7% of the age group in the population.

An examination of the educational attainment of adults in Maine age 18 and over, with less than Elementary School Education is listed as 88,539, and in the category "age 18 and over, with less than high school" the state of Maine has 341,449 out of a possible 934,000 according to the same census data.

In a visit to the offices of Adult Education at Augusta, it was found that the Supervisor of Adult Education has on hand the Census data for the number of persons who have not completed 8th grade by counties and by towns and the number of persons who have not completed high school by counties and by towns. This is useful in considering target populations for adult basic education classes, and in discussing potential programs with local administrators. We found that community leaders are availing themselves of this Census data for informing local constituents using the state office summary of literacy levels.

Funding for A.B.E. in Maine

The state of Maine has developed a state plan and this was submitted to the U.S. Office of Education for its approval which was forthcoming in 1967. The state was funded for the years 1967-1968 for a total of $161,522.74, with the local programs providing $20,828.18 for a grand total of $182,350.92 according to the reports of the state office. During 1969 the federal funding is $177,136.19, for the Maine A.B.E., with $167,250.53 allocated to date. Twenty-seven programs have been funded for 1968-69 including the evaluation study and summer institutes. Five programs for Adult Basic Education were applied for but could not be approved due to lack of funds, totaling $38,770.70. (Letter from J. Moran, April 11, 1969.) This will be covered in more detail in the section on the State Department of Education and A.B.E.

The emphasis in this study is on the current programs. The evaluation team attempted to become familiar with the reports of the office of adult education, but the thrust of the study was a look at current programs and ways they could be supported and improved. A picture of the program of A.B.E. in Maine is given in the program report of the Consultant in Adult Education in the Adult Basic Education Annual Report submitted on January 13, 1969 giving a picture of the A.B.E. program from July 1968. The State Department of Education for the State of Maine reported 1,034 students in A.B.E., 105 A.B.E. classes, an average number of students in each class as 10, 153 A.B.E. teachers working in the program and a student dropout rate of 146. It is reported that approximately 175 of the students passed the GED tests. Local A.B.E. supervisory personnel is reported as 21, with only two full-time directors of A.E. There are 13 A.B.E. counselors reported in the various programs throughout the state, with 126 public school buildings being utilized. Other facilities accounted for 7 locations. Of the 1,034 A.B.E. students, 235 are defined as welfare recipients.

An active advisory committee has been organized by the State Supervisor in Adult Education. The group has been drawn from a wide variety of agencies including the State Employment Security Office, labor, management, colleges and universities, manpower training, churches, and state agencies. The group meets periodically at the call of the State Supervisor of Adult Education, to be brought up to date on developments in legislation and employment, to review programs, and to review plans for the future of both A.B.E. and GAE (General Adult Education).

One additional person has been added to the state staff in Adult Education in the person of Mr. Richard Adams who has an undergraduate degree from Aroostook State College, taught Jr. High English and is a former junior high school principal with administrative experience. He joined the State Department of Education in November of 1969 and has carried on regional programs of in-service training with the teachers and is now embarking on a local program of in-service training taking many of the new library materials with him to the workshops for the teachers.

Mr. Adams took part in the National Workshop in Research in Adult Basic Education held in March, 1969 at the University of Chicago which was attended by personnel from universities, state departments of education, U.S. Office of Education, and research organizations. The state staff have been active in both regional and national adult education organizations. Mr. Adams serves as Secretary-Treasurer of the Maine Public School Adult Education Association, and the Supervisor, Mr. Moran, has been a leader in the organization and membership recruitment for that organization numbering nearly 200.

Mr. Adams on May 14, 1969 organized a Multi-Media workshop for the Maine Adult Education Association which met in an all day session in Augusta. Two sections were held during the day with a total attendance in excess of 60. Modern technology such as the reading eye camera, film strips, records, and video-tape recorders was demonstrated. Public school and university extension personnel, training directors, and nurses, to name only a few, were represented in the Multi-Media workshop. A considerable number of A.B.E. teachers and administrators were in attendance.

CHAPTER IV

THE STATE DEPARTMENT OF EDUCATION—ADMINISTRATION OF ADULT EDUCATION

The following personnel were interviewed April 2, 1969, in order to obtain data with regard to the State of Maine operation:

(1) Mr. Ray A. Cook, Assistant Commissioner, Division of Instruction, State Department of Education

(2) Mr. Beverly Trenholm, Director, Bureau of Guidance, Special and Adult Education, State Department of Education

(3) Mr. John Moran, State Supervisor of Adult Education

(4) Mr. Richard Adams, Consultant in Adult Education

Based upon their responses, memoranda and records the following data are presented:

1. Organizational structure of the state-wide A.B.E. program:

State Board of Education

Executive Officer, State Board of Education
Commissioner of Education

Deputy Commissioner of Education
Director, Division of Instruction (1)

Chief, Bureau of Guidance, Special Education
and, Adult Education and Supporting Staff (2)

State Supervisor of Adult Education
(Adult Basic Education) (3)

Consultant in Adult Education
(Adult Basic Education) (4)

Local Boards of Education

Local Superintendents, Principals, Directors of Adult
Education, Counselors, Teachers, and non-teaching staff

As can be observed from the organizational chart, the A.B.E. program has a direct line relationship with the State Board of Education. This relationship is characteristic of the State Department and, among other considerations, demonstrates good communication and a potential for immediate feedback. The interdepartmental organization is shown in *Appendix "A"*. The program is well-organized, adequately housed but needs larger quarters and staff in order to perform its functions. As the program grows, some planning for additional staff and housing is already underway and this reiterates the "open" climate which pervades the program.

2. There are two full-time staff personnel Mr. Moran and Mr. Adams (plus one secretary) who have responsibilities for a budget of $182,350.00 and supervisory responsibilities for twenty-five directors, thirteen counselors, some 135 teachers and a peak enrollment of 1100 students. The total budget of $182,350.92 is constituted of $161,522.74 by way of Federal funds and $20,828.18 in local funds. There is no contribution to the budget from the State.

3. Both Mr. Moran and Mr. Adams are experienced schoolmen and have a "feel" for people and their needs. The kind of relationship Mr. Moran and Mr. Adams have developed and are continuing to develop between themselves and the people in the field is exemplary and indicative of a positive forward thrust. (See Appendix B for title and job description.)

4. There is no turnover of staff personnel and none can be anticipated; rather, the emphasis is on staff growth.

5. There is a fruitful relationship between the State staff and the Maine Labor Council, Division of Health and Welfare, the Vocational Rehabilitation Council, various Community Action Agencies, and a number of churches. The make-up and function of the State Advisory Council for Adult Basic Education is discussed elsewhere in this report, but is an indicator of the positive aspects of the relationship.

6. Complete program and fiscal records are kept by the State staff and reflect a careful stewardship of the funds and facilities allocated. (See Appendix C in full.)

7. Two State workshops were held for in-service training sessions with some sixty-seven persons. Thirty-seven persons also attended national workshops. There is a great deal of interest from all A.B.E. levels in the workshops, and with the addition of Mr. Adams to the staff it can be expected that the frequency of in-service

training sessions will be increased. (See Appendix D, sections 12 and 13.)

8. The State staff are in constant communication with the field by way of personal visits, telephone conversation, and correspondence. This mutual communication has provided a sound basis upon which to build and reflects a sensitivity to all problems—large and small. Under this system constant feedback is a product of mutuality and results in an ongoing type of evaluation. In a sense the evaluative procedure is focused on one question, "What can we do to help?"—and this dimension of personal behavior tends to supercede the more routine, statistical periodic reports.

9. The comparison of cost per pupil at the state and local levels (average) is as follows: state—$178.00; local $204.00;

10. State procedures for maintaining equity of allocation and control of funds among the several districts are systematically spelled out in the *Master Plan.* (See Appendix E.)

11. At the present time there are no State funds, so the ninety percent-ten percent Federal/local ratio is in effect. The first recommendation which follows discusses this point.

Recommendations: (from Dr. Monroe C. Neff, Director of the Continuing Education Division, State Department, State of New York at Albany)

1. The State Adult Education should have State funds matching Adult Basic Education 90% Federal Funds. In turn, the State would fund local programs on a 100% basis.

2. Funds need to be set aside at the State level for the development for the needed Adult Basic Education Curriculum materials, especially designed for Maine programs. Materials could be developed and used to meet particular needs of the State of Maine.

3. The State Department might find it advisable to fund special projects known as learning laboratories. These laboratories would use mostly software and are a very inexpensive way of providing Adult Basic Education.

4. It would be advisable for the State Department of Education to establish an intern or fellowship program for both the Masters degree and then the Doctorate for preparing Adult Basic Education personnel. The State Department could contract with the University of Maine Division of Continuing Education to provide fellowships or interns having first five and then ten to fifteen fellowships a year in Adult Basic Education. This could be done through contract between the two agencies.

5. The State office should establish a statewide testing program that would be sent back and put on IBM at State level. The State staff should see what each community was doing relative to grade level advancement of Adult Basic Education students. Local directors feel that testing should be used with caution.

6. Provisions should be made at the State level so that the Adult Basic Education unit could contract for other services that they find necessary to provide increased Manpower for use by the State to increase services to local programs (consultive services and others).

7. The State Department could have the University of Maine put its evaluation instruments into computer language and each year after the initial setup information would be gathered on a continuing evaluation in Adult Basic Education.

Recommendations:

1. The present writer views the Adult Basic Education program, the General Adult program and the Day School program as being complementary and interdependent. This total district concept is akin to the community school concept of the mid-West and is evidenced by the sharing of staff, funds and facilities. The Adult Basic Education program could very well emerge as an important source for "making friends for the school." The State Department could very well continue its important role in implementing this concept.

2. One of the more important findings of this survey is that Adult Basic Education program teachers have improved their skills and are using the program techniques in their regular day school work. For example, the use of individualized instruction in the A.B.E. program has enjoyed concomitant results in the day school. It would behoove the State Department to maintain and extend its flexibility in experimental approaches and make its findings available to the other segments of the total school instructional program. In a sense the A.B.E. program could be a vehicle for change and a leader for curriculum improvement.

3. There is a reallocation of State A.B.E. funds to: (1) cover the districts which applied for aid

but could not be approved due to lack of funds (see Appendix F). It might be wise; in view of the vagaries of Federal funding procedures, for the State of Maine to give serious consideration to paying a portion of the salaries of Mr. Moran and Mr. Adams. The need for State participation in securing funds has already been noted; this is one way in which the State might actively participate.

Conclusions: The State Department has the personnel with the "know how" and dedication to operate an outstanding Adult Basic Education program. The leadership, constructive ideas, and channels of communication are established factors; all that are needed are the funds to enable the A.B.E. program to achieve its maximum growth potential.

We wish to thank Mr. Cook, Mr. Trenholm, Mr. Moran, and Mr. Adams for their candid appraisal of the posture of A.B.E. in the State of Maine and for making all records, reports and correspondence available.

APPENDICES

Appendix	Title
A	Interdepartmental Organization
B	Title and Job Descriptions for Mr. Moran and Mr. Adams
C	Annual State Report for A.B.E. (financial)
D	Annual State Report for A.B.E. (personnel)
E	Excerpts from the Master Plan (pp. 15, 19, & 21)
F	Programs not funded
G	Guidelines for the Survey

Appendix A Interdepartmental Organization

DIVISION OF INSTRUCTION

BUREAU OF GUIDANCE,
SPECIAL AND ADULT EDUCATION
Mr. Beverly V. Trenholm, Director

Adult Education—General and Basic
  John Moran
  Richard Adams
Civil Defense Adult Education
  Earl F. Ingalls
  John Seymour
Coordination of Special Education (new)
Education for Speech and Hearing (new)
Handicapped Children
Education for Emotionally Disturbed Children
  John Cass, Acting
Education for Mentally Retarded Children
  Emma MacDonald
Education for Physically Handicapped Children
  Edgar N. Darby
National Defense Education Act
Title V-A (and General Guidance)
  Ruth Pennell
Maine State Scholarship Board

Appendix B

Position: State Consultant in Adult Education
John Moran

Time Spent	*Work Performed*
80%	To develop and supervise Basic Adult Education under the Economic Opportunity Act, Title II-B, which necessitates arranging conferences with local educational officials throughout the State (school boards, superintendents, principals, guidance officers, teachers) to discuss the implementation of remedial programs of literacy training for adults. To interpret Federal and State laws pertinent to the Economic Opportunity Act, for school boards, superintendents, and other local educational officials, and prepare materials of an informative nature relating to Basic Adult Education for their use. To assist my Bureau Chief in establishing programs of General Adult Education and in making visitations to various programs already established.
2%	To approve local plans and supervise the payment of Federal and State subsidies to local programs.
5%	To assist local directors in recruiting a teaching staff for a program of Basic Adult Education and supplying them with up-to-date information on methods and practices in teaching adults.
5%	To hold periodic conferences with teachers in evaluating and improving local programs and conducting in-service training sessions. It is also necessary to regularly review course studies and other teaching aids, and prepare new instructional materials. To make arrangements for a meeting of teachers and directors at the Maine Teachers' convention.
2%	To act as liaison with other educational agencies in the State to coordinate our activities. (The Office of Economic Opportunity, Community Action Presidents, clubs and other civic organizations) To discuss ways in which we might be of assistance to each other.
2%	To keep an up-to-date curriculum library, and inform local directors of new and interesting materials and techniques for teaching adults.
1%	To hold office conferences with educational and other interested persons.
1%	To represent the Department of Education at dedications and other related functions.
2%	To prepare news releases, newsletters, speeches, and perform other related work in the office as required.

Appendix B

R. Adams

Position: State Consultant for Inservice and Preservice Education in Adult Basic Education

Time Spent	*Work Performed*
25%	To develop programs of inservice and preservice education for teachers, counselors, and directors in adult education programs.
10%	To organize and conduct workshops and secure the necessary consultants to upgrade the skills of teachers and administrators.
15%	To organize, evaluate, secure higher educational facilities, nominate participants, and pay student subsidies for institutes held for adult education teachers in Maine and other New England states.
5%	To make the necessary arrangements for area meetings within the State and to plan the program and locate facilities at the Maine Teachers' Convention in conjunction with the Maine Association of Public School Adult Education.
25%	To build, evaluate, and make the necessary alterations in Adult Basic Education curriculum.
7%	To evaluate new materials appearing on the market for Adult Basic Education classes and to assist in adapting them for teacher use.
7%	To build and update an Adult Basic Education library and to introduce these to Adult Basic Education teachers, counselors, and administrators.
2%	To act as liaison with other educational and public agencies in the State such as C.A.P., Health and Welfare, Employment Security, Work Experience, etc., to coordinate activities common to all.
2%	To interpret to professional and lay groups the need for strengthening educational opportunities for adults with major educational handicaps.
2%	To submit the proper state and federal reports on the status of adult education in Maine to appropriate authorities.

Appendix C

C-E 3059 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

BUDGET BUREAU No. 51-R537.1
APPROVAL EXPIRES 11-1-68

ANNUAL FINANCIAL REPORT FOR ADULT BASIC EDUCATION

See Instructions on Reverse

INSTRUCTIONS—*Return original and two copies* TO: Adult Education Branch U. S. Office Of Education Washington, D. C. 20202	Accounting basis used by your State ☐ Cash ☐ Accrual ☐ Obligation	State Maine
		Fiscal Year Ending June 30, 1968

SECTION A—EXPENDITURES FOR STATE TECHNICAL AND SUPERVISORY SERVICES

		Item	Federal 1	State and Local 2	Total Expenditures 3
1		*(Sum of Lines 2 thru 7)* TOTAL, SECTION A	$ 19,214.46	$ 1,921.46	$ 21,135.92
2		Personal Services *(Sum of Lines 2A thru 2F)* SUBTOTALS:	$ 13,725.98	$ 1,372.60	$ 15,098.58
	A	Administrative and Supervisory Personnel	8,688.98	868.90	9,557.88
	B	Consultants	—	—	—
	C	Secretarial and Clerical	4,325.00	432.50	4,757.50
	D	Fiscal Personnel	—	—	—
	E	Other Personnel	—	—	—
	F	Employee Benefits	712.00	71.20	783.20
3		Travel	1,723.75	172.38	1,896.13
4		Rental of Space	16.27	1.63	17.90
5		Equipment and Supplies	1,994.41	199.44	2,193.85
6		Teacher Training Workshops	—	—	—
7		Other Expenditures *(Specify)*	1,754.05	175.41	1,929.46

SECTION B—EXPENDITURES FOR SPECIAL PROJECTS, TEACHER-TRAINING & RESEARCH

		under Sec. 306(a) (4) of the Act Item	Federal 1	State and Local 2	Total Expenditures 3
8		*(Sum of Lines 9 thru 14)* TOTAL, SECTION B	$ 12,300.00	$ 600.00	$ 12,900.00
9		Personal Services *(Sum of Lines 9A thru 9H)* SUBTOTALS:	$ 3,415.00	$ 542.00	$ 3,957.00
	A	Supervisory Personnel	2,105.00	175.00	2,280.00
	B	Instructors	1,090.00	—	1,090.00
	C	Teacher Aides	—	—	—
	D	Consultants	—	—	—
	E	Secretarial and Clerical	—	147.00	147.00
	F	Fiscal Personnel	—	220.00	220.00
	G	Other Personnel	220.00	—	220.00
	H	Employee Benefits	—	—	—

Continued on next page

10	Travel	68.00	—	68.00
11	Rental of Space	—	—	—
12	Instructional Supplies	400.00	58.00	458.00
13	Equipment	50.00	—	50.00
14	Other expenditures *(Specify)* Travel, Reg. & Stipends	8,367.00	—	8,367.00

SECTION C—EXPENDITURES FOR LOCAL PROGRAMS OF INSTRUCTION

		Item	Federal 1	State and Local 2	Total Expenditures 3
15		*(Sum of Lines 16 thru 21)* TOTAL, SECTION C	$130,008.28	$18,306.72	$148,315.00
16		Personal Services *(Sum of Lines 16A thru 16H)* SUBTOTALS:	$ 93,068.64	$13,983.54	$107,052.18
	A	Supervisory Personnel	29,371.89	5,746.60	35,118.49
	B	Instructors	49,800.19	3,160.11	52,960.30
	C	Teacher Aides	2,108.36	230.83	2,339.19
	D	Consultants	4,028.00	2,337.00	6,365.00
	E	Secretarial and Clerical	6,232.83	335.02	6,567.85
	F	Fiscal Personnel	—	—	—
	G	Other Personnel	1,527.37	2,173.98	3,701.35
	H	Employee Benefits	—	—	—
17		Travel	783.29	432.03	1,215.32
18		Rental of Space	—	—	—
19		Instructional Supplies	20,364.21	1,213.82	21,578.03
20		Equipment	14,039.64	1,626.92	15,666.56
21		Other Expenditures *(Specify)*	1,732.50	1,050.41	2,802.91
22		*(Sum of Lines 1 + 8 + 15)* GRAND TOTALS:	$161,522.74	$20,828.18	$182,350.92

SECTION D—FEDERAL CASH SUMMARY

	Item	Amount
	* Adjustment to 1967 Expenditures	400.78*
23	Federal Funds Unexpended and on Hand Per Prior Year's Report	$ 817.41
24	ADD: Office of Education Payments *(letter of credit withdrawals)* Applied to Expenditures Reported Herein	175,918.00
25	Total Federal Funds Received and Available for Expenditure During Period Covered by this Report	$177,136.19
26	Less: Federal Share of Expenditures Per this Report *(Line 22, Col. 1 above)* 68	161,522.74
27	Balance Federal Funds Unexpended and on Hand as of June 30, 19........	$ 15,613.45

I CERTIFY THAT *all of the information contained herein is true, complete, and correct to the best of my knowledge and belief.*

Typed Name and Title, Chief Finance or Fiscal Officer	Signature	Date of Certification
Commissioner of Education		December 16, 1968

APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

ADULT BASIC EDUCATION ANNUAL PROGRAM
(As required by the Adult Education Act of 1966)

Period Covered From July, 1967	To July, 1968	Form Approved Budget Bureau No. 51-R0584
State Maine		Date of Report 1-13-69

INSTRUCTIONS: This form is to provide the Commissioner of Education with a detailed report on Adult Basic Education activities throughout the entire State for the fiscal year. A signed original and 2 copies of this report should be transmitted to the Chief, Adult Education Branch, Office of Education, Washington, D.C. 20202 by September 1.

PART I – STATISTICAL (A total figure for the entire State should be entered *for each item.*)
(Definitions are provided for items not self-explanatory)

A. STUDENTS IN THE A.B.E. PROGRAM THIS FISCAL YEAR *(At least 2 weeks of attendance)*	
1. Total Number of All Students in the Program	
a. By Grade Level	
(1) Beginning Level *(1-3)*	191
(2) Intermediate Level *(4-6)*	332
(3) Advanced Level *(7-8)*	667
b. By Sex	
(1) Male	501
(2) Female	689
c. By Age Range	
(1) 18-24	209
(2) 25-34	321
(3) 35-44	372
(4) 45-54	100
(5) 55-64	68
(6) 65–Over	60
d. By Race	
(1) White	1,134
(2) Negro	3
(3) American Indian	45
(4) Oriental	8
(5) Other Non-White	
2. Number of A.B.E. Students, by Selected Categories	
a. By Ethnic Group	
(1) Cubans	
(2) Mexican-Americans	
(3) Puerto Ricans	
b. By Type of Institution	
(1) Correctional	
(2) Hospital	
(3) Other Type of Institution	
c. **Migrant:** Migrant workers are individuals whose primary employment is on a seasonal or other temporary basis and who establish temporary residences, with or without their families, for the purpose of such employment	

9. Aggregate Hours Membership, All Students: The sum of the hours present and absent of all A.B.E. students when classes are in session during the fiscal year, July 1 through the following June 30.	99,241
B. LOCATION OF A.B.E. CLASSES: An A.B.E. class is a group of A.B.E. students assembled for instruction for a given period of time under one or more A.B.E. teachers in a situation where the teacher(s) and the students are in the presence of each other.	
10. Number of Classes Held in	
a. Public School Buildings	126
b. All Other Facilities	7
c. Total Number of Classes*	133
C. TEACHING AND LEARNING	
11. Average Number of Hours of Instruction to Complete**	
a. Beginning Level *(1-3)*	93
b. Intermediate Level *(4-6)*	81
c. Advanced Level *(7-8)*	76
12. Number of Teacher Training Workshops	
a. State	2
b. Local	6
13. Number of Personnel That Received Pre-Service and/or In-Service A.B.E. Training	
a. National Training	37
b. State Training	67
c. Local Training	100
14. Classes When Programed Instruction Methods Were Used *(programmed instruction: instruction utilizing a workbook, textbook, or mechanical and/or electronic device which has been "programed" to help students attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling students to progress at their own pace)*	
a. Number of These Classes This Year	45
b. Number of Students in These Classes	472

d. Welfare Recipient	235
3. Total Number of New Enrollees During This Fiscal Year	
of A.B.E. students who entered for the first time in any fiscal year an A.B.E. class in the United States or its outlying areas during this fiscal year	635
b. Not New for Nation, New for State (E_2): The total number of A.B.E. students who previously entered an A.B.E. class in another state or outlying area in any fiscal year, but who have not previously entered an A.B.E. class in the given state during this fiscal year	65
4. Number of Students That Completed the Beginning Level *(1-3)*	96
5. Number of Students That Completed the Intermediate Level *(4-6)*, Who Initially Enrolled at	
a. Beginning Level *(1-3)*	54
b. Intermediate Level *(4-6)*	216
6. Number of Students That Completed the Advanced Level *(7-8)*, Who Initially Enrolled at	
a. Beginning Level *(1-3)*	14
b. Intermediate Level *(4-6)*	127
c. Advanced Level *(7-8)*	263
7. Number of Separations, by Grade Level	
a. Beginning Level *(1-3)*	53
b. Intermediate Level *(4-6)*	161
c. Advanced Level *(7-8)*	215
8. Number of Separations for	
a. Employment	50
b. Entry into a Training Program	10
c. Job Change	28
d. Lack of Interest	66
e. Other Known Reasons *(Specify)*	207
(1) Approximately 175 of these passed the (GED)	
(2)	
(3)	
(4)	
f. Unknown Reasons	66

c. Average Number of Hours of Instruction in these classes to complete	
(1) Beginning Level *(1-3)*	66
(2) Intermediate Level *(4-6)*	60
(3) Advanced Level *(7-8)*	54
D. ADULT BASIC EDUCATION PERSONNEL	
15. A.B.E. Teachers	
a. Number	135
b. Aggregate Hours of Instruction for the Fiscal Year	12,772
16. A.B.E. Counselors	
a. Number	13
b. Aggregate Hours of Counseling for the Fiscal Year	694
17. A.B.E. Local Supervisory Personnel	
a. Number	21
b. Aggregate Hours of Supervision for the Fiscal Year	(Two 2,357 full-time)
18. A.B.E. State Level Administration and Supervisory Personnel	
a. Number	1
b. Aggregate Hours of Administration and Supervision for the Fiscal Year	2,000 hrs.
19. All Other A.B.E. Personnel	
a. At the Local Level	
(1) Number	N.A.
(2) Aggregate Hours of Employment for the Fiscal Year	N.A.
b. At the State Level	
(1) Number	N.A.
(2) Aggregate Hours of Employment for the Fiscal Year	N.A.
E. ADULT BASIC EDUCATION ADVISORY COMMITTEES	
20. Number of Local A.B.E. Advisory Committees Operating	21
21. Is a State A.B.E. Advisory Committee Operating?	
☐ a. Yes ☐ b. No	

Typed Name of State Director

John P. Moran, Consultant, Adult Education

Signature of State Director

Total number of classes reported on Line 10c should include those classes reported on Line 14a.

*** Average number of hours of instruction for completion of levels reported on Line 11 should not include averages shown on Lines 14c(1), 14c(2) and 14c(3).*

OE Form 3058, (3/68)

Appendix E

1.4 *Expenditure of Federal funds.*

The official titles of the officers who will have authority to authorize expenditures under the State Plan are the Commissioner of Education and the Deputy Commissioner.

1.4–1 The State Department of Education is authorized under State Law to expend funds for the following purposes in public adult education activities in the state which are carrying on programs approved by the Commissioner of Education.

1.4.1.1. Federal funds will be allocated to administrative salaries at the State level for the State Supervisor of Basic Adult Education and his staff.

1.4.1.2. To costs of administration and supervision in approved local programs of basic adult education.

1.4.1.3. To costs of training teachers, teacher aides and volunteers for local programs.

1.4.1.4. To publications, supplies and teaching materials at state and local levels.

1.4.1.5. To travel in necessary supervisory and training functions.

1.4.1.6. To T.V. programs designed to publicize and to teach basic adult education.

1.4.1.7. To salaries of teachers and those contributing to instruction.

2.6 *Special Areas Within States.*

A. The State Board of Education may make special arrangements for metropolitan areas, sparsely-settled areas, economically depressed areas, and other areas having special adult basic education needs which are not otherwise being sufficiently satisfied. Such arrangements may contain:

(1) Special administrative arrangements and communications channels between the State Board of Education and the local educational agency or group of agencies, such as a community action organization, in such areas as may be required for the effective development and administration in such areas.

(2) Special administrative relationships and communications channels between the local education agency or group of agencies in such areas and the U.S. Office of Education and

(3) Special provisions for such agency or group of agencies designed to enable the adult basic education needs of persons in such areas and communities to be satisfied more adequately without being inconsistent with the State Board of Education's general responsibility for the administration and supervision of adult basic education programs within the state

B. Upon entering upon a special arrangement between the State Board of Education and a local educational agency or group of agencies pursuant to section (a), the State Board of Education shall submit to the Commissioner an appendix to the State Plan indicating:

(1) The location and extent of each metropolitan or other area covered by such an arrangement, and

(2) The provisions of such special arrangement, including whatever special administrative relationships and communications channels between such agency or group of agencies and

3.1.4 Teachers' aides, volunteers and others assisting in the program will be certified by the local superintendent of schools or directors of Adult Basic Education as qualified for the work assigned.

With respect to employment resulting from the administration of the Plan or from the conduct of adult basic education programs, projects or services under the Plan, no employer shall discriminate against any employee or applicant for employment because of race, creed, color or national origin in its practices with respect of such employment. Such employment practices shall include, but not be limited to, the following: recruitment or recruitment advertising; employment, layoff or termination; upgrading, demotion or transfer; rates of pay or other forms of compensation; use of facilities; and selection for training.

3.2.1. "The State Board of Education in allocating funds to local school units will take into consideration the October 1964 University of Maine report *Poverty in Maine*. All data in this report is based on the 1960 U.S. Census publications and it states for Maine who the poor people are and where they are located.

Appendix F

State of Maine
Department of Education
Augusta, Maine 04330

April 11, 1969

Dr. Roger Axford, Coordinator
Adult Education
Continuing Education
Merrill Hall
University of Maine
Orono, Maine

Dear Roger,

These are programs that formally applied for Adult Basic Education funds to operate projects, but were not approved due to the lack of funds.

Jackman:	$ 2,493.75
Skowhegan:	1,017.00
S.A.D. #6: [1]	695.00
Augusta State Hospital:	21,400.00
Men's Correctional Center:	13,164.95
TOTAL:	$38,770.70

Sincerely,

John P. Moran, Consultant
Adult Education

Appendix G

INTERVIEW GUIDE

for an Evaluation of the Administrative Aspects of the A.B.E. Program, State Department of Education, State of Maine

— — — — — — — — — —

Purpose:

To assess the efficiency and effectiveness of State participation in the A.B.E. Program based upon cost, need and personnel factors.

— — — — — — — — — —

Objectives:

1. To secure and analyze data with regard to:
   a) the improvement of educational opportunity
   b) the provision and maintenance of funds and facilities
   c) the procurement and development of personnel
   d) the development and maintenance of effective local-community-State relationships
2. To organize and report the data generated with regard to:
   a) a representative of the A.B.E. program *as is*
   b) a summary of findings, suggestions and recommendations based upon the data
   c) a projection of the findings with a view toward the A.B.E. Program fulfilling its potential.

Organization of the A.B.E. Survey

1. *Planning—*
   A. Pre-planning?
   B. Adjustment and/or interim planning?
   C. Post-planning and follow-up?
   D. Planning for evaluations?
   E. Developmental planning?
2. *Organization at the State level—*
   A. Organizational structure of the A.B.E. Program?
   B. Status of the A.B.E. Program within the Department?
   C. Is the Program staffed and organized for maximum effectiveness?
   D. Definition of areas of responsibility?
   E. What is the nature of the informal organization? (for example, morale and climate factors)

---

[1] We are informed by Mr. Moran that S.A.D. #6 and Jackman were funded late in 1969.

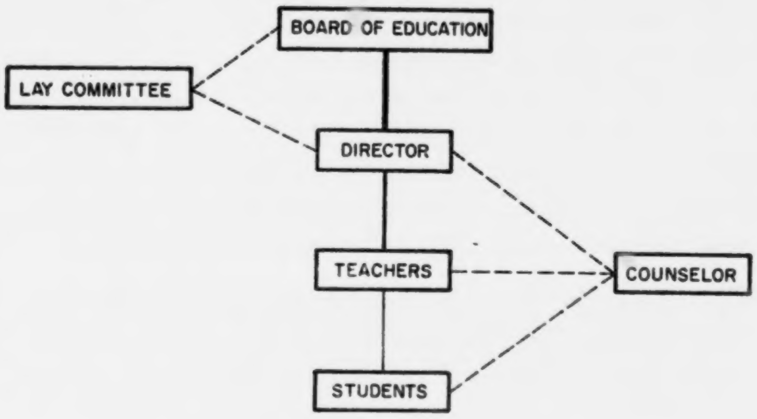
3. *Directing—*
    - A. What are the methods, procedures and controls used by the State staff to direct and guide local programs?
    - B. To what extent is the equalization principle invoked in allocating and re-allocating funds?
4. *Staffing—*
    - A. Number of full-time and part-time A.B.E. personnel?
    - B. Number of programs, number of administrators and directors, and number of teachers and enrollees?
    - C. Salaries, experience and qualifications of State staff?
    - D. Training and development of State staff?
    - E. Turnover of staff?
    - F. Fringe benefits for staff?
    - G. Interrelationships of State and local staff?
5. *Co-ordinating—*
    - A. Working relationships with State Fiscal, Budget and Auditing personnel?
    - B. Relations with other internal and external agencies and organizations (including private) concerned with A.B.E.?
6. *Reporting—*
    - A. Program reports?
    - B. Fiscal reports?
7. *Budgeting—*
    - A. Cost per pupil? How arrived at?
    - B. Cost analysis data relative to other expenses of instruction:
        1. administrative costs
        2. staff costs
        3. cost of instructional materials
        4. cost per class
        5. custodial costs
    - C. State matching of funds?
    - D. Sources of income?
    - E. Accounting procedures?
    - F. Budget flexibility?

CHAPTER V

THE ADULT BASIC EDUCATION LOCAL ADMINISTRATION—FINDINGS

Twenty school systems were examined during the months of February, March and April, 1969 to gather data. The directors were interviewed face to face and responded to the instrument shown in the Appendix.

1. Typical A.B.E. organization at the local level:



There is a direct line relationship between the Board, Director and Teachers. The Lay Committee and Counselor are considered staff. There appears to be a genuine enthusiasm on the part of the directors to stabilize and improve on the existing programs. As the directors learn and grow, and as they perceive the A.B.E. as a substantial contributor toward the total educational offering of the district, the program will have a chance to earn its status through an accumulation of its own successes. The urgent problem at the present time is to fully utilize the counselors and lay committees as advisors, recruiters and as a feedback channel in behalf of A.B.E.

2. The following illustrates some of the similarities and differences among the districts.

	Professional	Non-Professional					
School	A.B.E. Personnel	Part-time A.B.E. Personnel	Number of Students	Cost per Pupil	Director's Salary	Counselor's Salary	Teacher's Salary
Augusta	4	2	13	629	1000	7.50/hr.	6.00/hr.
Bangor	14	1	75	132	3400	10.00/hr.	7.00/hr.
Biddeford	11	4	84	230	1400	7.00/hr.	5.50/hr.
Brownfield	5	1	17	237	1600		5.00/hr.
Camden	5	1	17	331	1530		6.00/hr.
Carmel	7	2	35	77	400		5.00/hr.
East Holden	6	2	23	185	1000	10.00/hr.	5.00/hr.
Ellsworth	2	3	16	118	300	7.50/hr.	5.00/hr.
Fort Kent	5	0	30	134	1600		5.00/hr.
Lewiston	5	0	58	182	2000	10.00/hr.	7.00/hr.
Old Town	4	0	47	100	500		5.50/hr.
Portland	12	0	200	94	5600		6.00/hr.
Presque Isle	7	0	32	94	200		5.00/hr.
Richmond	4	2	11	275	1000		5.00/hr.
Saco	7	0	27	299	1000		5.00/hr.
South Paris	3	0	3	250	none		6.66/hr.
Thomaston (school)	3	1	20	122	952		6.00/hr.
Thomaston (prison)	1	0	19	384	none		5.00/hr.
Van Buren	8	0	55	140	595		6.00/hr.
Waterville	7	3	60	72	750		7.00/hr.
Total	120	22	842	204*	1380*	8.66/hr.*	5.66/hr.*

* average

2. (con't.) There seems to be a fairly consistent pattern in the employment of full-time and part-time personnel among the smaller communities. Note the differences among the number of personnel in three of the larger communities; namely, Bangor, Lewiston and Portland. This is not a discrepancy, rather the difference is explained in terms of methodology, not execution. The State allocation to the district is shown in Appendix B. Since this represents ninety percent of the total budget, the per pupil cost was computed with the district's ten percent added. There are several different ways of computing per pupil costs, but the fairest (and the easiest) way to make comparisons for this survey seemed to be to divide the total budget by the number of pupils in attendance. If administrative and staff salaries and monies spent for supplies and requisitions had been subtracted, and per pupil cost had been figured on the actual money spent on each pupil, the figure would have been considerably lower. The average per pupil cost of $204.00 compares quite favorably with the State figure of $178.00 per pupil and reflects the ten percent difference contributed by the municipality and extra costs borne by the district. This means that in general the individual districts are bearing their fair share of the costs—and adding a little more.

3. The experience and qualifications of the directors are adequate to get the job done in a satisfactory manner. Many of the directors are experienced superintendents, have had years of experience as day school and general adult education teachers, and have attended classes in administration and supervision at the University of Maine.

4. The turnover rate of staff is negligible. The directors have a pool of able teachers upon whom to draw. The teachers are the core of the program and it is the wise director who stands aside and lets his teachers "go to work." The relationship thus evolved is truly cooperative and demonstrates a respect and regard which might well be emulated in other administrator-teacher educative areas; for example, day schools.

5. In all cases but two, the director had his "working budget" at hand. This is essential for him to have a perspective on the entire A.B.E. operation. In the two cases, where the directors did not have the records on hand (they were in the superintendent's office), they were unsure of themselves and were forced to be ineffective because they did not have access to financial data. The financial data must be immediately available for the director to make decisions with regard to added staff, additional equipment, or new and/or added supplies. It also contributes to his morale—and keeps him in touch with the program as an entity.

6. The directors keep (see Appendix C) a dossier on each student including registrations, attendance, and course completion. Attendance and work records are kept for the teachers and counselors. In most cases, as mentioned, the director keeps complete financial records.

7. The average number of classes across the State is six, with a one to seven teacher-pupil ratio. The average cost per class (including teacher) is about $2000.00. This is about one-tenth of the cost of the average (25 pupil) day school class. In short, the public is getting a bargain in the A.B.E. program costwise, and this should be one of the many items which contribute to the public relations program of the school.

8. From the directors' point of view the quality and effectiveness of teaching methods and materials are excellent. This is explained in part by reference to the differentiated assignments the teachers are willing to take and the meeting of individual needs. As far as the directors are concerned (and the present writer, too), testing is out until it can be tied into the program in a definitive manner; that is, tests are used as a tool, not an arbiter of the students' fate. Many directors have reported the cause of dropout as stemming from the initial test—either the student is insulted by the easy questions, or is overwhelmed by what he (the student) regards as the impossible. Both directors and teachers evinced a desire to work with the student as a human being first, lead him along slowly and patiently until he gains some momentum, then let him test himself. The social aspect of the A.B.E. program is one that is worthy of further study.

9. The average number of hours across the State to raise a student one grade level is approximately sixty hours. Although it is a federal requirement, this is relatively meaningless because of the individual instruction approach indicated above. What might be a better question here would be, "What are the intellectual and social implications of having raised a student one grade level in terms of personal behavior change?" This is harder to ascertain, but it is the question the directors and teachers wish to attack.

10. Recruiting is one of the major problems as perceived by the directors. All of the directors are sufficiently aware and acquainted with the character of

their respective communities to note that they are, at present, not reaching the full potential of A.B.E. students. The present writer disagrees with this idea of large numbers being "good". One lesson that is brought home by this survey is that the quality of work now being done in the field for the "few" will inevitably result in the "students themselves being the best recruiters". As the total school concept is implemented by the directors, the recruiting problem will be ameliorated. In fact, it could take the opposite turn—too few programs to serve the many. This has been the case in many of the general adult programs, reported by the same directors who are concerned over the small classes in A.B.E.

There is a considerable student turnover (about 40% State average) in A.B.E. This too, is bemoaned by the directors, without sufficient cause. As soon as the word gets around that a quality program, with human teachers, and with interesting and challenging materials is being offered, the dropout rate will lower drastically. Here's an ideal spot for the lay committee to go to work—follow up.

11. With few exceptions the A.B.E. classes are held in the public or parochial schools within the community. This means that all the day school facilities are available—bulletin boards, chalk boards, a/v equipment and the like—and a good learning environment is assured. The sharing of materials between the A.B.E. and day school classes is to be commended and lends credence to the total educational perspective.

12. Generally throughout the State there is a thirty to seventy percent distribution of A.B.E. students in grades one through five and six through eight. Among other things this means that a preponderance of the students, if they are reached, will soon be ready for the general adult education program and the equivalency diploma. The thirty percent who need to go further before the transfer are receiving enough individual attention, so that when they respond, they should move along rapidly.

13. There are no indigenous or sub-professional people used as such in the program. Aside from that, some of the districts are judiciously using FTA students as babysitters for the adults, the "family" approach for those adults who have real language problems and are accompanied by their children who act as interpreters. In several of the classes the Laubach style "each one teach one" is used to good advantage.

14. The directors' response to the use of guidance and counseling personnel was "give us more". Many of the directors and teachers have been serving in lieu of guidance personnel. While the results have not been ineffective, each program would welcome a counselor to the staff and make good use of his services.

15. The method and procedure for obtaining funds from the State are clearly spelled out in the Master Plan and are simple. Mr. Moran sends the proper forms to each director of each program and stands ready to help them if any questions arise. This has been effective and expedient. The only difficulty in some cases is where Federal funds have been slow in coming in and have consequently been late in arriving at the local communities. This meant that some payrolls had to be delayed until the funds were available. Many of the directors reported that they were able to secure funds from the local budget and meet the payroll on time. This is probably as sensible a procedure as can be found; or the directors can carefully explain to their teachers that the money is "sure" and make larger payments less frequently.

General Recommendations:

1. There is a tremendous amount of good public relations material generated by the successes of local A.B.E. programs. It would behoove the directors to stay with the positive aspects of the program and make the district clientele aware.

2. The A.B.E. program has proved to be a good vehicle for training teachers. There has been enough flexibility to try new methods, and the observations of A.B.E. teachers could very well be carried into day school faculty meetings.

3. Both directors and teachers stated a need for more in-service training programs, particularly the unstructured type of program where directors and teachers can compare notes, get new ideas and do some self-evaluation. The State is well equipped to conduct more in-service sessions and the directors can avail themselves of added service. Since many of the local programs are relatively small, the suggestion that the directors sponsor area programs is well taken. (See section on In-Service)

4. It is recommended that the directors continue to keep open the channels of communication they have between State Department personnel and personnel from the University of Maine. Both are sources of service and stand ready to help at any time.

5. There is a need to stabilize the salaries and per pupil costs across the State. As seen from #2 in earlier section, the range is great and while a single salary schedule and standard pupil cost is not recommended, the range of differences should be narrowed. This should tend to structure the existing programs and assist in making provision for new districts seeking to inaugurate new programs.

6. Monies from the A.B.E. program contribute to the total financial picture of the district; that is, incentive pay for personnel, sharing of supplies and facilities, and an overall contribution toward the entire educational program of the district.

7. There is a need for some conferences and sessions by all State and local A.B.E. personnel to develop a rationale and some instructive guidelines for explaining local needs to local Boards. For example, the need for added guidance personnel is acute; and the directors need to be aware of just how to make their "pitch" to the Board. In this example, the Board would want to know just what kind of service the guidance person can render; hopefully more so than just debating whether or not the budget can afford another $500.00. If the director can approach the Board with a job description of the counselor, what student needs can be fulfilled only by counseling service, and what educational values can be expected, he should stand a good chance of approval.

8. There should be more class and home visitation on the part of all A.B.E. personnel. They need to get to know more about the students and be better able to provide needed services. This will contribute to the recruitment and public relations policies, and give the students the feeling the school is sincerely interested in them and their needs.

APPENDICES

Appendix	Title
A	A.B.E. Local Survey Form
B	State Allocation to Districts
C	Sample Records
D	Sample of Director's Report to Board of Education

Appendix A

A.B.E. PROGRAM EVALUATION **LOCAL DIRECTOR**

Name: .... School: .... Date: ....
1. Number of full-time A.B.E. personnel .... Part-time ....
2. Number of students in A.B.E. program .... Cost per pupil ....
3. Funds: Federal .... State .... Local costs ....
4. Salaries: Director .... Teachers .... Other staff ....
5. Records: ....
6. Reporting system used: ....
7. Number of A.B.E. classes: .... Class sizes: ....
8. Teacher-student ratio: .... Number of non-teaching staff ....
9. Total cost of program: .... Percent of local budget ....
10. Is curriculum adequate: .... Experimental: ....
11. Suggested curriculum improvements: ....
12. Number of hours required to raise student one grade level: ....
13. Recruitment practices: ....
14. Rate of staff turnover: .... Staff retention: ....
15. Adequacy of classrooms: ....
16. Scheduling: .... Supplementary materials: ....
17. Location of classrooms: ....
18. Socioeconomic background of students as related to program priorities: ....
19. Percent students grades 1-5: .... Grades 6-8: ....
20. Student drop-out rate: .... Reasons?: ....
21. Use of guidance personnel?: ....

22. What kind of help does the State Department offer?: ....

23. In-service education?: Number of training sessions:
1968-69 ....
1967-68 ....
1966-67 ....
24. Requisitions: amount: .... What kinds of materials?: ....

Kept by students?: ....

25. Local public relations: Methods and feed-backs: ....

26. When is application made for A.B.E. project?: ....
27. Is there an inventory of A.B.E. supplies and equipment?: ....
28. What percent of your time do you devote to A.B.E.?: ....
Other duties: ....

29. What are the major strengths of your program?: ....

30. What are the weaknesses of your program?: ....

Suggestions for improvement: ....

Remarks:

31. Use of lay committees?: ....
32. Local contribution of 10% of funds for A.B.E.: ....
How allocated: ....
33. Check promptness of payment of State share of funds to local programs for A.B.E. Very prompt? .... One month delay? ....
Two months delay? .... Longer delay? ....
34. Is there a teacher shortage or abundance? ....

Appendix B

State of Maine
DEPARTMENT OF EDUCATION
Augusta, Maine 04330

Saco	$ 7,357.50	Robert Moody
Old Town	4,707.00	Arthur Monk
Van Buren	6,984.45	Gerald Levasseur
Augusta	7,434.00	Robert Whytock
Biddeford	17,526.00	Armand Boisvert
Thomaston	2,197.80	Nathan King
Waterville	3,910.86	Stanley Mathieu
Presque Isle	2,745.11	Donald Martin
Fort Kent	3,659.40	Laurel Daigle
Hermon	6,283.80	Douglas Smith
Glenburn	3,237.30	Douglas Smith
Indians	19,847.60	Omar Norton
Camden	5,121.90	C. LeRoy Barker
Portland	17,100.00	James Flanagan
Lewiston	9,623.25	Robert V. Connors
Bangor	8,927.60	Richard Mayo
Lovell	3,879.00	Kay Littlefield
Brownfield	3,654.00	Donald Cameron
South Paris	689.76	Irvin Pendleton
Carmel	1,369.80	Norman Soucie
Dixmont	1,072.82	Norman Soucie
Richmond	2,749.50	Harry Musk
Maine State Prison	6,637.93	Bruce Wentworth
Eddington	1,809.00	Pat Moores
Ellsworth	1,709.15	Albert Behr
University of Maine	13,416.00	Harry W. Gordon, Treas.
Northeastern Institute	3,600.00	
TOTAL:	$167,250.53	

Appendix C

THE ADULT EVENING SCHOOL

School Administrative District #24

Instructor: ....

Course: .... Date: ....

The number of adults attending my last class was ....

The following adults were absent from my last class held on ....

NAMES	REASONS FOR ABSENCE (If Known)	TELEPHONE NO. AND ADDRESS

Follow-up by recruiter or Director of Adult Education: ....

ADULT BASIC EDUCATION

If you know persons who would benefit from this program, kindly suggest to them that they can enroll now.

Classes Start Tuesday, September 9, 1969

WHAT

The educational clock is being turned back for ALL ADULTS 18 years and older in the GREATER PORTLAND AREA. Under a special program organized and operated by the SCHOOL BOARD, educational opportunities are being offered to ALL ADULTS from beginners through the eighth grade.

WHERE

Night classes for adults are held on TUESDAY and THURSDAY NIGHTS EACH WEEK from 7-9 P.M. at Portland High School.

Night or day classes will be held at any time Monday through Friday in your community if a suitable location is available.

This program is very different from the regular schoolroom activities of the past when courses were presented in a page by page method from a book. The classwork is planned around the daily work experiences of the students. Materials that are useful, meaningful, and of most help to them at this time will be used.

THERE IS A PLACE FOR EVERYONE. Schooling will be available for adults who want to learn to read and write. Other classes will be for adults who want to increase and improve their present education.

EACH PERSON WILL BE HELPED AND TAUGHT INDIVIDUALLY. Special ways will be used to teach adults, which are not necessarily the same ways being used to teach regular school classes.

ADULT BASIC EDUCATION COURSES
PORTLAND HIGH SCHOOL BUILDING

Tuesday	*Thursday*
Reading & Arith.	Reading & Arith.
Consumer Education	Consumer Education
Social Living	Social Living

YOU CAN ENROLL AT ANY TIME

PORTLAND ADULT EDUCATION

Telephone 772-9537 — Department of the Portland Public Schools — Since 1850

COURSES AT PORTLAND HIGH SCHOOL BUILDING

Monday	*Tuesday*	*Wednesday*	*Thursday*
Art	Bookkeeping	Art	Business English
Business Machines	Business Arithmetic	Business Machines	Credit Union Office Management
French Conversational	Creative Writing	French (Adv.)	Math (Pre-Calculus
Shorthand Review	Daily Psychology	Shorthand (Adv.)	Shorthand (Beg.)
Typing Review	Shorthand (Beg.)	Typing Review	Typing (Beg.)
	Typing (Beg.)		Greek Culture
	German Conversational		

SPECIAL COURSES

Driver Training	Driver Training	Driver Training	Driver Training
GED Preparatory	GED Preparatory	GED Preparatory	GED Preparatory
Early American Stenciling	Upholstery	Stenciling (Brush Stroke Painting)	Upholstery
Rug Braiding	Rug Braiding		Music
Rug Hooking	Music		

INDUSTRIAL—VOCATIONAL

Machine Shop (Use of the modern Tape Lathe and Milling Mach.)	Auto Repair (Women)	Machine Shop
Building Construction	T. V. Repair	Basic Electricity
Basic Electricity		Electronics
Electronics		Auto Repair
Auto Repair		Mechanical Drawing and Blue Print Reading
Mechanical Drawing and Blue Print Reading		Buiding Construction

Recent acquisition of a modern computerized Milling Machine and Lathe operating on a tape affords latest machine shop instruction. Enrollment is limited.

Register at the Adult Education Office Monday thru Friday, 9 A.M. to 4 P.M. or Maine Office during Class Nights
Classes will be Limited to Insure Proper Attention
REGISTRATION FEE $5.00
TUITION: RESIDENTS NONE — NON RESIDENTS $2.50
PLEASE REGISTER IN PERSON

DR. RODNEY E. WELLS, SUPT. — JAMES E. FLANAGAN, PRINCIPAL

ADULT HIGH SCHOOL CLASSES START SEPTEMBER 8, 1969, GENERAL ADULT CLASSES START SEPTEMBER 29

Business or industrial organizations and community groups may have special classes instituted by contacting the Portland Adult Education Office.

STUDENT REGISTRATION FORM

Form #AE-3

Student's Name (1)

Address (2) (No. & St.)

Town (3)

INSTRUCTION IF A.B.E. (4)

.... Non English
.... Basic 0-2
.... Primary 3-4
.... Intermediate 5-6
.... Upper 7-8

PLACE OF INSTRUCTION (5)

.... Public Schol
.... Community Center
.... Housing Development
.... Church
.... Club
.... Other: ....

SEX (6)

.... Male
.... Female

CITIZENSHIP (7)

.... Native
.... Canadian
.... Naturalized
.... Alien
.... Other: ....

RACE (8)

.... White
.... Negro
.... Indian
.... Other: ....

AGE (9)

.... 18-24 yrs.
.... 25-34 yrs.
.... 35-44 yrs.
.... 45-54 yrs.
.... 55-64 yrs.
.... 65 & over yrs.

MARITAL STATUS (10)

.... Married, living with spouse
.... Married, not living with spouse
.... Divorced
.... Widowed
.... Single

CHILDREN AT HOME (11)

.... None
.... One
.... Two
.... Three
.... Four
.... Five +

LANGUAGE SPOKEN (12)

.... English
.... French
.... Spanish
.... Italian
.... Other: ....

FORMAL SCHOOLING (13)

.... None
.... First
.... Second
.... Third
.... Fourth
.... Fifth
.... Sixth
.... Seventh
.... Eighth
.... Ninth
.... Tenth
.... Eleventh
.... Twelfth
.... Twelfth +
.... Other: ....

COURSE OR SUBJECT ENROLLMENT (14)

.... Adult Basic Education
.... Diploma Program
.... High School Equivalency Cert.
.... Self-Improvement
.... Vocational
.... Arts and Crafts
.... Health & Physical Education

TOTAL YRS. IN ADULT EDUCATION (15)

.... First year
.... Second year
.... Third year
.... Fourth year
.... Fifth year
.... Other: ....

HOW DID YOU FIRST HEAR ABOUT ADULT EDUCATION (16)

.... Radio
.... Newspaper
.... School Children
.... Flyers & Brochures
.... Friend
.... Church
.... At Work
.... Other: ....

EVER GAINFULLY EMPLOYED (17)

.... Yes
.... No

PRESENT OCCUPATION (18)

.... Housewife
.... Industry (Unskilled)
.... Industry (Semi-skilled)
.... Industry (Skilled)
.... Sales
.... Service
.... Domestic
.... Farm
.... Clerical
.... Unemployed
.... Retired
.... Other: ....

MOST RECENT YEAR OF EMPLOYMENT (19)

.... 1971
.... 1970
.... 1969
.... 1968
.... 1967
.... 1966
.... 1965
.... 1964
.... 1963
.... 1962
.... 1961
.... 1960
.... Other: ....

PUBLIC ASSISTANCE (20)

.... Welfare
.... Social Security
.... Soldiers', Sailors', and Marines' Fund
.... Work Experience
.... Aid to Dependent Children
.... Other: ....

Appendix D

D. Adult Basic Education (A.B.E.) "A sample letter"

This program is only two years old. Last year we provided elementary education for approximately thirty adults. This year we registered 58 people in the program.

One supervisor, one guidance counselor and five teachers are presently employed in the A.B.E. program.

There is an enormous need for this program. According to the 1960 census, 8,593 adults over 25 years old do not have an eighth grade education in Lewiston.

Ninety percent of the cost of this program is paid by the federal government through the State Department of Education. Last year the city of Lewiston received $8,443.80. This year we received $9,623.25. Ten percent of the total cost must be borne by the city. In-kind services may be computed to provide the required ten percent.

We have operated two in-service sessions for training and discussing problems within the A.B.E. program. The assistance of Mr. John Moran and Mr. Richard Adams from the State Department of Education has been most helpful. In addition to our own in-service programs, most of the A.B.E. staff attended a curriculum development conference operated by the State Department of Education.

The past two years have been most valuable in providing the staff with experience in dealing with the needs of these adults. We feel that this is a very worthwhile program that undoubtedly will continue to grow in importance and enrollments.

All books, materials and supplies are provided free of charge to all A.B.E. students.

From Lewiston, Maine,
Robert Connors, Director

CHAPTER VI

TEACHERS OF ADULT BASIC EDUCATION

In this section about teachers of A.B.E. first there is a general description of findings for all the programs of the state and then there is a description of the total results of the evaluation including suggestions which apply to all teachers.

The general statements are about all teachers throughout the state.

General Findings:

A summary of the questionnaires for eighty-five participants reveals the following thumbnail sketch of the average teacher. The average A.B.E. teacher in Maine is a person about thirty-five years old with ten years teaching experience, but only zero to three years experience in A.B.E. This average teacher has had at least a four year college background and attended an institute or workshop to help in teaching adults.

In general, the teachers indicated that they did have sufficient materials 23 of 81 stated they have a need. The needed materials included students' texts, teachers' manuals, and other supplies. Team visits to program sites revealed that teachers worked with limited amounts of material; were not fully aware of publishers, titles, names of authors of materials they were using; and had not examined several sets of materials prior to making a selection.

Although there is a variety of program content throughout the state, it was obvious that each individual program had sampled and reviewed only limited materials before making choices. It was also apparent that decisions about purchase of texts were entirely a subjective process, most likely on the part of the program directors.

Teachers find gratification in helping students improve their self-image (38 out of 85), and helping students learn to read (28 out of 85). Forty-six teachers stated they would teach A.B.E. full-time if given the choice. Although A.B.E. teaching is done in addition to a full-time job there was enthusiasm and dedication to teaching A.B.E. In general it was found that recruiting and teacher selection could be improved upon by those responsible for hiring staff. The complete tally of results for the teacher questionnaire can be found at the end of this chapter.

There are a few general recommendations to be made which apply to nearly all of the programs.

Recommendations:

1. **That the *teachers* examine several sets of materials and choose what appears to be best suited to their program. Choices should be based on objective evidence of the type used in *Teaching Adults to Read* by Otto and Ford, pp. 46-108.**
2. **Teachers should read and utilize the text *Teaching Adults to Read* by Wayne Otto and David Ford, published by Houghton Mifflin Company, Boston, 1967 and other similar publications.**
3. **Teachers should request needed materials in order to make their efforts more effective.**
4. **It is suggested that there continue to be a central collection of a wide variety of materials which could be examined before any program choices are made. The State Department of Education or the University of Maine appears to be the logical collecting agencies and could assist in evaluations.**
5. **Recruiting of teachers should be based on a set of criteria with final selection made only after several candidates have been considered.**
6. **In-service workshops and institutes should be continued and expanded in order to advance the effectiveness of teachers and to keep them up to date with new materials and approaches.**
7. **The more advanced programs in the state should be used as models for new programs. Portland, Presque Isle, and Van Buren are three commendable programs.**
8. **The State Department should communicate with the former Job Corps to find out how they screen applicants for reading and place them into appropriate materials. The RSJ-1, RJLP-1 or RJUP-1 screening tests of the Job Corps may be appropriate for adult use. (Samples: see Appendix.)**

Tally Sheet of all Teacher Responses 85 Total

Maine Adult Basic Education (A.B.E.)

TEACHER QUESTIONNAIRE

Fill in the background data below and then respond to the categories which follow. Answer only the questions which apply to your teaching responsibilities. Please give as complete answers as possible. In most instances you should check only one category. However, check more than once wherever it is appropriate.

Background Information

1. AGE

5	20-25	9	36-40	10	51-55
17	26-30	7	41-45	10	56-60
14	31-35	7	46-50	5	60-+

2. TOTAL YEARS OF TEACHING

10	0- 3	7	12-15	4	24-27
19	4- 7	7	16-19	1	28-31
19	8-11	9	20-23	7	31-+

3. YEARS OF TEACHING A.B.E.

In Maine				Other States			
61	0-3	1	8-11	1	0-3		8-11
9	4-7		12-+	1	4-7	1	12-+

4. PREPARATION FOR TEACHING
Undergraduate 11 2 year college
71 4 year college

5. HIGHEST DEGREE ATTAINED
51 B.S. or equivalent
16 Masters
1 C.A.S. or sixth year
Doctorate

6. PREPARATION FOR TEACHING A.B.E.
5 Masters
4 Graduate classes
30 Workshops
23 Institutes
45 In-service training

7. How did you find out about A.B.E. Teaching?
12 Superintendent
17 Principal
29 Other supervisor
24 Colleague

8. What level of A.B.E. do you teach?
37 Beginning
47 Intermediate
32 Advanced

9. Do you have special teaching responsibilities?
Yes 59 No 16

Instruction and Materials

10. Do you have sufficient teaching materials?
Yes 58 No 23

11. What kind of community resources do you utilize?
18 Field trips
22 Speakers
30 Library
12 Community government officials

12. Which of the following materials are not available and would be used if you had them?

	Student Texts	Teacher Manuals
Arithmetic	5	4
Science	7	5
Social Studies	8	7
English	3	2
Reading	7	10
Consumer affairs	7	3
Health	4	
Desk supplies	5	
Tape recorder	11	
Overhead projector	5	
Filmstrip projector	6	
Typewriter	4	

13. What is your average class size?

27	1- 4	5	13-16
39	5- 8		17-20
14	9-12	1	21-+

14. What is the average number of absences for your classes?

80	1- 4	12-+
2	5- 8	
	9-12	

15. In what ways do you attempt to learn why students are in your class?

34	Interview	6	Experience stories
79	Discussion	18	Questionnaires
7	Biographies	17	Application data

16. How do you identify a student's reading proficiency?
12 Application data
39 Standardized test
54 Informal testing
16 Standardized Diagnostic tests
13 Advice of supervisor

17. How do you identify student proficiency in other areas?
- 15 Application data
- 25 Standardized tests
- 51 Informal testing
- 12 Standardized Diagnostic tests
- 14 Advice of supervisor

18. What do you do if a student drops out of the program?
- 5 Nothing
- 39 Phone the student
- 3 Write to the student
- 22 Visit the student
- 47 Refer to the counselor

19. Do you make any instructional materials?
Yes 63 No 19

20. Do your students participate in planning classes?
Yes 64 No 16

21. Do you give assignments?
Yes 67 No 13

22. How frequently do you give assignments?
- 32 Daily (per session)
- 28 Weekly
- 16 Less than weekly

23. Do you have A.B.E. teachers meetings?
Yes 69 No 15

24. If you could teach only A.B.E. students full time, would you do so?
Yes 46 No 29

25. What do you feel the most gratifying aspect of your A.B.E. teaching?

	Check only one
a. helping the student learn to read	28
b. helping the student with matematical concepts	3
c. helping the student in consumer skills	1
d. helping the student develop study habits	11
e. helping the student develop self-determination	38
f. helping the student improve his self-image	1
g. helping the student with family problems	—

26. Please comment on any concerns you have about teaching adults which have not been covered by the questions above.

27. What kind of program materials do you use?

Category	*Title of Materials*	*Publisher*
Reading		
Math		
Health		
Language Arts		
Consumer Affairs		
Social Studies		

CHAPTER VII

THE ADULT BASIC EDUCATION COUNSELOR—FINDINGS AND RECOMMENDATIONS

Summary of twenty-one responses from nineteen Adult Basic Education programs.

1. Do you have an orientation with the A.B.E. adult students? 14–Yes, 4–No.
2. Do you give a placement test? 13–Yes, 4–No.
    a. What test is given? 9–ABLE, 1–MOTT, 1–Basic Iowa Achievement Test, 1–California Achievement Test, 1–Newspaper test,
    b. Should a test be given every 100 hours to determine progress? 8–Yes, 4–No.
3. Is each adult student interviewed at the opening of the session? 11–Yes, 6–No.
4. On an average the student is seen how many times a year? 3– 1 time, 3– 2 times, 2– 3 times, 2– 4 times, 1– 5 times, 2– 6 times, 1– 9 times, 1– 10 times.
5. How long is the average interview? 8– 1-15 minutes, 9– 15-30 minutes, 2– 60 or more minutes.
6. What other tests are being used in addition to placement tests with the A.B.E. students? 2–Strong Test, 2–MOTT Test, 3–Kuder Test, 7–ABLE Test, 5–I.Q. Test, 1–GATB, 1–Basic Iowa Achievement Test, 1–STEP, 1–SCAT, 1–Gray Oral Reading Test, 2–S.R.A. Non-Verbal Test.
7. Is a record card made on each student? 14–Yes, 4–No.
    a. File Folder? 9–Yes, 3–No.
    b. Test records? 10–Yes, 2–No.
    c. Do you request past school records? 6–Yes, 9–No.
8. Is there an evaluative record kept on each student? 14–Yes, 4–No.
9. Are test results discussed with the student? 16–Yes, 4–No.
10. Do you interpret test results to the A.B.E. teachers? 15–Yes, 2–No.
11. Is job referral part of your responsibility? 6–Yes, 13–No.
12. If "yes", where do you most often refer the student? 2–Maine Employment Security Commission. 2–Manpower Training and Development Program, 1–Local Welfare Agencies.
13. How do you attempt to assist the Underemployed? Referrals to: 12–Maine Employment Security Commission, 7–Manpower Development and Training Program, 3–Work experience, 5–Employers, 6–Counseling Centers, 7–High School Programs, 5–Vocational Schools, 1–Vocational Rehabilitation Center.
14. Would you like additional training in counseling adults? 18–Yes, 3–No.
15. Would you attend a summer institute on counseling adults? 17–Yes, 4–No.
16. The best length for an institute is: 11–three weeks, 8–two weeks, 2–one week.
17. The preparation in counseling includes? 9–serve as high school counselors, 13–have had special counseling courses, 12–hold a degree in counseling, 4–have no formal preparation.
    a. Number of years of counseling experience? 1– 4 years, 1– 5 years, 1– 8 years, 1– 10 years, 1– 11 years.
    b. Number of years of counseling adults? 2– 2 years, 2– 3 years, 1– 4 years, 1– 8 years.
18. Have you ever had a course in Adult Education? 8–Yes, 10–No.
19. If a course in Adult Education were offered would you take it? 19–Yes, 2–No.
20. Are you satisfied with the present test being used to determine the progress of the A.B.E. students? 12–Yes, 6–No.
21. If "no", why not? Responses:
    a. Too great a language and cultural barrier to make it effective.
    b. It does not test the "whole" person such as social development.
    c. I feel that at least two different types of test should be used.
    d. We need a more specific test.
    e. Students are too afraid of any type of test to make it valuable.
    f. Far too advanced for some and too easy for the 7-8th grade student.
22. The following tests would be preferred. 1–STEP Reading, 1–A shortened version of the ABLE Test, 1–Stanford Achievement Test.
23. What do you do if a student becomes a dropout? 16–phone call, 4–post card, 5–visitation, 7–alert the teacher, 1–personal followup in certain cases.
24. I think that A.B.E. counseling could be improved in the following ways:
    a. By having a part-time counselor in the program.
    b. By having a full-time counselor in the larger programs.
    c. By initiating more group counseling sessions to ease fear.
    d. By a greater follow-up of students who have left the program.
    e. By allowing more time for counseling.
    f. By improving guidance facilities, have a private room, and a phone and more information about places to make referrals.
    g. By spending more time on an orientation session.
    h. By providing counseling on non-school nights.
    i. By establishing over-all objectives for A.B.E. counselors.
25. How many hours per month are employed in the A.B.E. program by the counselors in the various districts? 1 district–2 hours, 2 districts–4 hours, 1 district–6 hours, 2 districts–8 hours, 4 districts–10 hours, 3 districts–16 hours, 1 district–28 hours, 1 district–40 hours.

PROGRAMS WITH A COUNSELOR AT LEAST PART TIME

1. Bangor (2)
2. Brownfield-Lovell
3. Camden
4. Lewiston
5. Portland (2)
6. Presque Isle
7. Saco
8. South Paris
9. Waterville

PROGRAMS WHERE THE DIRECTOR SERVES AS COUNSELOR

1. Augusta
2. Ellsworth
3. Van Buren
4. Thomaston Grammar School
5. Thomaston State Prison

PROGRAMS WITH NO COUNSELOR

1. Biddeford
2. Carmel-Dixmont
3. Old Town
4. Richmond

PROGRAMS WHERE THE TEACHERS PERFORM AS COUNSELORS

1. Fort Kent

OBSERVATIONS AND RECOMMENDATIONS

For Improvement of the A.B.E. Counselor Services in Maine

1. There is a need for better orientation of A.B.E. students coming into the program. Counselors suggest need for discussing with adults realistic goal setting. For example, one teacher said that an adult student thought he could learn to read and write in one or two weeks. Orientation sessions with successful A.B.E. "graduates" would provide motivation. "If he can do it perhaps I can," might be the result. A beginning social provided by the diploma students might prove beneficial to both groups, aid recruitment, and add incentive.

2. Most of the programs have "placement tests," and most feel a test should be given every 100 hours. This is highly recommended so that students and teachers may be made aware of progress.

3. Local programs vary widely on the number of times a student is seen by counselors. Of 15 responses from persons in a counselor role, 9 counselors indicate they see the A.B.E. student from 3 to 10 times during the year. Interviews vary from 15 minutes to half an hour. Only two counselors indicated they spend more than an hour with students. Some counselors schedule interviews but most are available for consultation during certain evenings of the week.

4. Of the 19 counselor questionnaires completed nine programs have part-time counselors with two urban programs having two part-time counselors. Five directors are also serving as "counselors," while five programs indicate they have no counselor. It is highly recommended that colleges and universities be contacted for possible graduate students who may want experience counseling adults in a practicum. The ten programs without part-time counselors should be funded for counselor positions. Workshops for high-school counselors who might serve adults in the evening is also highly recommended. Trained counselors are hard to acquire, and both Thomaston (Prison) and Biddeford are looking for counselors for their program. The University of Maine is assisting in the search.

5. The predominant test being used is the ABLE Test. There is a need for in-service workshops, perhaps on a state-wide basis, for consideration of tests best adapted for adults. The State Department of Education adult specialists could provide such organizational administration.

6. A record card is kept on each student except in four programs. It is highly recommended that a uniform card be used in all programs. The State Department might develop such a record card and distribute it to the local programs.

7. File folders are kept on each student in 9 of 12 programs reporting. Some programs, such as Lewiston, keep excellent folders on each student, with test results, results of interviews, and the counselor's suggestions to the A.B.E. student.

8. Although 14 of 18 programs responding indicated they keep evaluative records on each student, all should be encouraged to keep such records.

9. Most students have an opportunity to discuss test results with the person in the counselor role. Only 4 of 20 programs responding indicated they do not discuss test results.

10. Counselors should become more aware of job referral possibilities, and administrators can make counselors more aware of referral responsibilities. Thirteen of nineteen responding do *not* consider referral part of their responsibility.

11. Counselors interpret test results to A.B.E. teachers in 15 out of 17 programs responding to the questionnaire.

12. A wide variety of agencies in the communities are used by A.B.E. counselors for referral with the Maine Employment Security Commission leading the list. It appears that there is awareness of other training opportunities for seven programs refer to Manpower Development and Training programs.

13. Most counselors want more training in adult counseling (18 of 21) and most would like to attend a summer institute (17 of 21). Three weeks is the preferred length for a summer institute, with a two week institute second choice.

14. A rather high degree of counselor training prevails among those doing A.B.E. counseling. Most serve as high school counselors during the day, and do A.B.E. counseling on special evenings. Thirteen persons indicate they have had special counseling courses, twelve of whom have counseling degrees. However four persons in the counselor role have no formal preparation. These persons should be encouraged to take further training in counseling.

15. Most of the counselors have not had a course in Adult Education. Ten of the eighteen responding have had no formal course. Since Adult Education courses are now being offered around the state of Maine on a rotating basis through the University of Maine, persons in the counselor role should be urged to take Adult Education courses. Nineteen of twenty-one indicated they would take such a course if offered.

16. Although a majority of the counselors are satisfied with the present test being used to determine progress of A.B.E. students (12 of 18 responding) some feel there is a language and cultural barrier. Objections came from some teachers that the ABLE Test is too long. Recommendation: As new tests for adults are developed and standardized, consideration should be given to use of another instrument for measuring A.B.E. progress.

17. Counselors find telephone contact most useful to follow-up A.B.E. dropouts. In some cases where there is no phone, post cards are used. Only five counselors indicated they make visitations, while seven alert the teacher for follow-up. It is recommended that the counselor be urged to phone or call on each drop-out of the program to find out reasons for not continuing in the program, and keep a record of reasons for termination.

18. Improvement in the counselor program for A.B.E. students will be forthcoming when more part-time counselors are budgeted. Full-time counselors could be anticipated in the larger programs as they expand, and as funds become available. Administrators of A.B.E. programs (5 of the 19 visited) should be relieved of the counselor responsibility, with at least a part-time counselor.

19. If ABLE is continued as the recommended test, in-service programs for both counselors and administrators explaining the possibilities and limitations of the test are important. Teachers would also benefit from the workshop, as interviews showed that some do not understand the test, and resent having to give it.

20. Since counselors appear to have a very limited acquaintance with referral agencies for A.B.E. students, it is recommended that in-service programs include representatives of agencies that can assist the under-educated. Both regional and local agencies and their representatives should become known to teachers, administrators, and counselors and their services explained.

COUNSELOR: ADULT BASIC EDUCATION QUESTIONNAIRE:

Please return to:
Dr. Roger W. Axford, Director
Adult Basic Education
Evaluation Project
205 Auburn Hall, South Campus
University of Maine
Bangor, Maine

School System ______________________________

Name ______________________________

1. Do you have an orientation with the A.B.E. adult students? ______ Yes ______ No
2. Do you give a placement test? ______ Yes ______ No What test? ______________________________
   Should a test be given every 100 hours to determine progress? ______ Yes ______ No
3. Is each adult student interviewed at the opening? ______ Yes ______ No
4. On an average I see each adult student 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 times each year. (Circle one)
5. How long is your average interview? 1-15 ______ 15-30 ______ 30-60 ______ More than 60 ______ (minutes).
6. What other tests are being used in addition to placement tests? (With A.B.E. students)
   Strong ______ ABLE ______
   Mott ______ IQ ______
   Kuder ______ Other ______________________________ (please name)
7. Is a record card made on each student? ______ Yes ______ No
   File folder ______ Yes ______ No
   Test records ______ Yes ______ No
   Do you request past school records? ______ Yes ______ No
8. Is there an evaluative record kept on each student? ______ Yes ______ No
9. Are test results discussed with the student? ______ Yes ______ No
10. Do you interpret test results to the A.B.E. teachers? ______ Yes ______ No
11. Is job referral part of your responsibility? ______ Yes ______ No
12. If "yes", where do you most often refer? ______________________________
13. How do you attempt to assist the underemployed? (such as upgrading in low-paying jobs)
    Referrals to: Maine Employment Security Commission ______
    Manpower Development and Training ______
    Work Experience ______
    Employers ______
    Counseling Centers ______
    High Schools ______
    WINS (Work Incentive)
    Vocational Schools ______
    Other ______________________________
14. Would you like additional training in counseling adults? ______ Yes ______ No
15. Would you attend a summer institute on counseling adults? ______ Yes ______ No
16. The best length for an institute is: 3 weeks ______ 2 weeks ______ 1 week ______
17. My present preparation in counseling includes: high school counselor ______, special counseling courses ______, degree in counseling ______, no formal preparation ______, years of counseling experience ______, years of counseling adults ______
18. Have you ever had a course in Adult Education? ______ Yes ______ No
19. If a course in Adult Education were offered I would take it? ______ Yes ______ No
20. Are you satisfied with the present test being used to determine A.B.E. student progress? ______ Yes ______ No
21. If no, Why? ______________________________
22. I would prefer the following test to determine A.B.E. progress ______________________________
23. What do you do if a student becomes a dropout? phone call ______, post card ______, visitation ______, alert the teacher ______, nothing ______, other ______________________________
24. I think the A.B.E. counseling program could be improved in the following ways:

25. How many hours per month are you employed in the A.B.E. Program? ______ hours per month.

CHAPTER VIII

THE ADULT BASIC EDUCATION STUDENT— FINDINGS AND RECOMMENDATIONS

Part I: *A Statistical Description of Maine's A.B.E. Students*

This section of the report contains statistical information gathered by the student questionnaire. Out of an estimated 842 students (estimated by the local administrators) in Maine's Adult Basic Education Program, 518 or 61% of the students answered the questionnaire. It must be remembered that this description of Maine's A.B.E. student is limited only to those students who were in the program during the month of February 1969 and is neither a description of the population of possible Maine A.B.E. students nor a description of students who left the program prior to February 1969 either because of illness, family problems, getting a job, or any other reason. What follows now is a listed description of this specified student.

1. 295 females and 223 males answered the questionnaire.
2. There were 429 American citizens (83.5%) and 85 non-citizens (16.5%).
3. The age is:

Range	*No. of Students*	*% of Total Students**
18-24 years	124	24.4
25-34 "	120	23.7
35-44 "	140	27.6
45-54 "	81	16.0
55-64 "	30	5.9
65- over	12	2.4

4. The last grade completed by the A.B.E. student:

Range	*No. of Students*	*% of Total Students*
1- 4 grades	41	8.3
5- 8 "	254	51.4
9-12 "	199	40.3

5. Last grade father completed:

Range	*No. of Students*	*% Total Students*
1- 4 grades	109	24.4
5- 8 "	185	41.4
9-12 "	125	28.0
13-more grades	28	6.3

6. Last grade mother completed:

Range	*No. of Students*	*% Total Students*
1- 4 grades	91	20.4
5- 8 "	160	36.0
9-12 "	164	36.8
13-more grades	30	6.7

7. 292 (58.2) students are employed, 210 (41.8) are not.
8. The best reason checked or given by the A.B.E. students for improving their education by enrolling in A.B.E. is:

Reason	*No. of Students*	*% Total Students*
a. To improve education (learn to read and write)	134	26.4
b. To be able to expand interests or increase knowledge of areas in life such as world affairs	40	7.9
c. To be able to help children with homework or friends with Income Tax returns or yourself with your budget	21	4.1
d. To obtain American citizenship	28	5.5
e. To obtain high school equivalency certificate	167	32.9
f. To get a job or better job	68	13.4
g. To learn to drive	10	2.0
h. High school diploma	10	2.0
i. Self-improvement	5	1.0
j. Others	25	5.0

9. These reasons may be summed in terms of self-improvement goals (personal adjustment skills) — reasons a, b, c, i, — and task-oriented (saleable work skills)—reasons d, e, f, g, h.

   This phrase "self-improvement goals" will be used throughout this part of the report. Goals such as to improve yourself by learning to read and write, or goals such as being able to help your children with their homework or being able to read directions on household goods, will be referred to as "self-improvement goals". Thus these are personal goals, which, if attained, increase the adult's personal adjustment or a general adjustment within his society.

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* The % total students refers throughout this section to the % of the total number of students who answered the specific question.

"Task-oriented goals" or "task goals" is a phrase that will be used to refer to goals which increase a more specific adjustment in society by an adult such as saleable work skills. Examples of these goals are to get a better job, a new job, a high school equivalency certificate, or to learn to drive. This type of goal is more concrete and more functionally helpful for the adult in his job or in his more specific amibitions.

Reason	*No. of Students*	*% Total Students*
Self-improvement goal	215	42.3
Task goal	293	57.7

10. 495 students (98.2%) said that this program was helping them attain their goal, 9 said it was not.
11. 506 students (98.4%) said they would recommend this program to a friend, 427 said they had (83.7%), 83 said they had not and 8 said they would not.
12. 395 students (83.5%) said if they received a high school equivalency certificate or citizenship papers, they would continue in the program. 78 said they would not.
13. 90 students (17.8%) said that they could teach themselves the knowledge this program is teaching them. 417 said they could not.
14. 498 students (96.7%) look forward to coming to class. 17 said they do not.
15. 130 students (26.3%) find it tiring or difficult after a hard day's work to attend these classes at night. 365 said no.
16. 470 students (90.9%) said they enjoyed class most of the time, once they were there. 45 (8.7%) said some of the time. 2 said not at all.
17. 409 students (80.5%) said that if they were earning $10,000 or more a year, they would still continue in this program. 99 said they would not.
18. 476 students (93.0%) said that the A.B.E. classes differ from the classes they attended as a child, 36 said they do not. 490 students (96.6%) said they were more practical, 17 said they are not. 475 students (93.3%) said they are more informal, 34 said they are not. 489 students (96.8%) said they are more adult-like, 16 said they are not. 495 students (97.4%) are glad that these classes differ, 13 are not glad.
19. The class size preferred by the student is:

Size	*No. of Students*	*% of Students*
1- 5 members	168	32.9
6-10 "	249	48.7
11-15 "	63	12.3
16-20 "	19	3.7
21-25 "	3	.6
26 or more	9	1.8

20. 455 students (89.2%) said that they have been given materials to keep for A.B.E., 55 students said they have not. 457 students (90.7%) said they use A.B.E. materials, 47 say they do not.
21. In the counseling program, 203 students (45.1%) have been given much help, 168 (37.3%) have been given some help, 27 (6.0%) have been given little help, 52 (11.5%) have been given no help.
22. 250 students (53.9%) would like to see more counseling, 193 (41.6%) would like to see some counseling, 21 (4.5%) would like to see less counseling.
23. 247 students (53.8%) would like to see more audio-visual aids, 179 (39.0%) would like to see the same number, and 33 (7.2%) would like to see less audio-visual aids.
24. 199 students (51.8%) would like to have more field trips, 143 (37.2%) would like the same number, and 42 (10.9%) would like fewer field trips.
25. 415 students (83.0%) would like to see more courses offered, 85 (17.0%) would not.
26. The courses the students think need to be offered are:

(based on 518 students)

Course	*No. of Students*	*% Total Student*
Typing	137	24.6
Nurse's Aide	128	24.7
Homemaking	127	24.5
High School Equivalency Preparation	119	23.0
Recreational	115	22.2
Auto Mechanics	94	18.1
Wood Shop	79	15.2
Machine Shop	78	15.0
Other (such as filing and shorthand)	50	9.6

27. The qualities that the student likes best in a teacher are:

Quality	*No. of Students*	*% Total Student*
Good Teaching Methods	334	23.6
Knows the Subject	287	20.2
Easy to Understand	270	19.0
Patience	221	15.6
Sense of Humor	136	9.6
Likes People	113	8.0
Honesty	56	4.0

28. 437 students (86.7%) said their A.B.E. teacher had all their selected "best" qualities. 66 (13.1%) said the teacher had some of these qualities and 1 said his teacher had none of these qualities.

For the past few pages, Maine's A.B.E. student has been described as he responded to the student questionnaire. To help bring more meaning to much of this description, students were categorized according to sex, grade level, employment, goals, and citizenship. What follows is a statistical summary of any differences manifested within these categories.

SEX

1. Males are younger than females:

Age	*No. of Students*		*% of Sex*	
	M	F	M	F
18-24	69	55	31.2	19.2
25-34	54	66	24.4	23.1
35-44	58	82	26.2	28.7
45-54	26	55	11.8	19.2
55-64	7	23	3.2	8.0
65-over	7	5	3.2	1.7

2. Males are less educated than females.

Grade	*No. of Students*		*% of Sex*	
	M	F	M	F
1- 4	23	18	10.3	6.6
5- 8	139	114	62.3	42.4
9-12	61	138	27.4	50.9

3. More males are employed than females.

Employed	*No. of Students*		*% of Sex*	
	M	F	M	F
Yes	173	119	78.6	42.2
No	47	163	21.4	57.8

4. Males want smaller classes than females.

Size (Members)	*No. of Students*		*% of Sex*	
	M	F	M	F
1- 5	95	73	43.6	24.9
6-10	87	162	40.0	55.3
11-15	27	36	12.4	12.4
16-20	4	15	1.8	5.1
21-25	1	2	.4	.7
25 or more	4	5	1.8	1.7

5. Males want more counseling than females.

Counseling	*No. of Students*		*% of Sex*	
	M	F	M	F
More	120	130	61.2	48.5
Some	70	123	35.7	45.9
Less	6	15	3.1	5.6

6. Males want more audio-visual aids than females.

Audio-Visual	*No. of Students*		*% of Sex*	
	M	F	M	F
More	118	129	59.9	49.2
Same	63	116	32.0	44.3
Less	16	17	8.1	6.5

GRADE LEVEL

Key:

I. 1- 4 grade completed = 41 students
II. 5- 8 grade completed = 254 students
III. 9-12 grade completed = 199 students

We shall continue with our task-goal or self-improvement goal (non-task) distinction.

1. As grade completed increases, object of goal becomes more task oriented and less self-improvement.

Goal	*No. of Students*			*% within grade level*		
	I	II	III	I	II	III
Task	9	147	107	23.1	57.0	62.6
Non-task	30	111	64	76.9	43.0	37.4

2. As grade level increases, the number of courses wanted also increases.

More Courses	*No. of Students*			*% within grade level*		
	I	II	III	I	II	III
Yes	24	212	179	66.7	79.7	90.4
No	12	54	19	33.3	20.3	9.6

NON-CITIZENS

1. Non-citizens have less education than citizens.

Grade Level	*No. of Students*		*% of Students*	
	cit.	non-cit.	cit.	non-cit.
1- 4	34	6	8.4	7.1
5- 8	196	55	48.4	64.7
9-12	175	24	43.2	28.2

2. Non-citizens have fewer task-oriented goals than citizens.

Goal	*No. of Students*		*% of Students*	
	cit.	non-cit.	cit.	non-cit.
Task	222	41	58.7	51.2
Non-task	156	39	41.3	48.8

3. Non-citizens prefer smaller size classes as compared to citizens.

Class Size	*No. of Students*		*% of Students*	
	cit.	non-cit.	cit.	non-cit.
1- 5	120	48	30.1	59.2
6-10	217	32	54.4	39.5
11-15	62	1	15.5	1.3

4. Non-citizens want fewer courses offered than citizens.

Courses	*No. of Students*		*% of Students*	
	cit.	non-cit.	cit.	non-cit.
Yes	355	60	84.5	75.0
No	65	20	15.5	25.0

EMPLOYED

1. The younger ABE student tends to be employed.

Age	*No. of Students*		*% Total Students*	
	empl.	unempl.	empl.	unempl.
18-24	78	37	27.	19.4
25-34	71	43	25.	22.5
35-44	77	59	27.	30.9
45-54	42	27	15.	14.1
55-64	14	16	5.	8.4
65-over	2	9	1.	4.7

2. The unemployed have less education within this program.

Grade Level	*No. of Students*		*% Total Students*	
	empl.	unempl.	empl.	unempl.
1- 4	20	69	7.1	29.4
5- 8	166	103	59.3	43.8
9-12	94	63	33.6	26.8

3. The employed have more task-oriented goals than the unemployed.

Goal	*No. of Students*		*% Total Students*	
	empl.	unempl.	empl.	unempl.
Task	155	91	61.0	49.7
Non-task	99	92	39.0	50.3

4. 230 employed students (83.3%) say that this program helps them on their present job, 46 say it does not.
5. 376 students (76.4%) say that this program will help them get a new job. 116 say it will not.
6. More employed will look for a new job after they have completed this course than the unemployed.

Look for new job	*No. of Students*		*% of Students*	
	empl.	unempl.	empl.	unempl.
Yes	132	72	48.0	39.1
No	143	112	52.0	60.9

7. More people who work find courses tiring at night than those who do not work.

Find it tiring	*No. of Students*		*% of Students*	
	empl.	unempl.	empl.	unempl.
Yes	98	31	34.3	15.0
No	188	176	65.7	85.0

8. Those who are employed would like to see more counseling.

Counseling	*No. of Students*		*% of Students*	
	empl.	unempl.	empl.	unempl.
More	150	98	58.1	51.3
Some	94	86	36.4	45.0
Less	14	7	5.5	3.7

GOALS

1. More students whose goals are task-oriented would discontinue the program if they were earning $10,000 or more a year than students whose goals are self-improvement.

Continuance in Program	*No. of Students*		*% of Students*	
	task-goal	non-task	task-goal	non-task
Yes	229	180	74.1	90.4
No	80	19	25.9	9.6

THE MAINE A.B.E. STUDENT—OBSERVATIONS AND RECOMMENDATIONS

The statistical description of Maine's A.B.E. student contains a wealth of information. This information will not only describe some strengths and weaknesses within the A.B.E. program in Maine but also will provide information useful to the local and state directors when scrutinized. For example, the size class preferred by this basic adult in Maine's program was 6-10 members. in a few programs it is necessary to increase the classroom membership, then the majority of students would not object, until the membership increased over ten. There are exceptions to the preferred size. For instance, males preferred smaller classes than females. This information may be useful at present or in the future. Nevertheless it is reported and, only the directors of the A.B.E. programs can assess the relevancy of this information.

Also within this statistical description, it can be readily noticed that there are many strengths in Maine's A.B.E. program. When asked if teachers had three "student selected" best qualities 437 students (86.7%) responded yes the teachers had most of these qualities. Thus, Maine's A.B.E. teacher is doing his job according to the student. There are many more strengths in the A.B.E. program which are described in the statistical summary which the reader can verify. For example, more than 75% of Maine's A.B.E. students are under forty-five years of age, over 90% believed this course was helping them attain their goals; 91% said they enjoyed class most of the time, 495 or 97% of the students said they were glad A.B.E. classes differed from the classes they attended as a child; 457 or 90.7% said they use the A.B.E. materials that they are given to keep.

Therefore, in Maine's A.B.E. program there are many strengths of which only a few have just been described.

The statistical description reveals that 199 students or 40.3% reported they had more than an eighth grade education. A.B.E. is designed for the most educationally deprived adult.[7] The course and materials are basic. Adults in this program are to be taught to read and write and to do simple arithmetic. Once these skills have been grasped by adults they can move ahead into General Adult Education or the high school diploma program. However, in Maine's A.B.E. program it appears that a good percentage of the student population has more advanced education in terms of years completed in school. This is problematical since these advanced students have different values, motivations, and goals. As education increases from one to twelve years within this population of adults the number of adults enrolled in this program for more concrete "task specific" goals increases, while the number of self improvement goals decreases (see statistical description). In other words an adult with greater than an eighth grade education is more likely to want in this program to get a better job, or a high school equivalency certificate than an adult with less than a ninth grade education. Moreover, these adults with less than a ninth grade education are more likely to be in the program to learn to read and write or improve themselves than the more advanced adults. Another example of the differences between these two populations of adults is that the more educationally advanced adults want more courses as compared to the less advanced. Maine's A.B.E. program, if it is to include these more advanced adults, must expand its curriculum—increase the number of kinds of courses and increase the difficulty of the courses. Moreover, materials such as the ABLE Test should be used selectively, these materials are designed for basic adults.

There are other problems with such a heterogeneous population. For example, basic adults may feel inferior or embarrassed when placed in a classroom with more advanced adults. With this anxiety, unless separated, it is probable that the basic adults may discontinue this program. It may be argued that some of this great number of more advanced adults cannot perform the basic skills and that it may be advisable to place these students in an adult basic education program. However, quite a few of these adults are legitimately more advanced and thus should be placed in a general adult program for their own advantage and for the A.B.E. program's advantage. A review course should be incorporated into the General Adult program to aid the more advanced adults who are rusty in their skills to attain their goals more rapidly.

It is thus strongly urged and recommended that the local directors of Maine's A.B.E. program enroll only those adults inferior in educational background. These adults should either have less than a ninth grade education or be inept in the basic skills of reading, writing and arithmetic.[8]

Another problem or weakness in this program is recruitment and retention. The 1960 census reveals a large population (36,396 adults over 25) who have less than an eighth grade education.[9]

However, in Maine at the time this evaluation was undertaken there were roughly 600-800 adults in the program that returned the questionnaire. A great many of them have an education greater than the eighth grade. Some of these adults have been enrolled in the program, some have completed it, and others have discontinued it. But there is a definite potential of adults that may, if reached by the right methods, enroll in the program. What seems to be lacking are ways of bringing the adult into the program. Many ideas have been suggested during our visitations; such as changing the environment, making the classroom a lounge or holding classes in a building other than the school to create a more congenial atmosphere. Another suggestion was to use "baiting courses" such as driver education (not possible under the Law) to attract the adult into the school and then inform him of other courses he and his classmates could enroll in. Another suggestion was to create a certificate which has prestige and utility. It could be an eighth grade diploma that allows the adult to continue in the more advanced program of general adult education. Another suggestion was a use of the Welfare and Labor Agencies to attract the adults along this same line. These agencies would give fringe benefits, for example, a recipient wouldn't receive his welfare check if he didn't attend classes. Thus a welfare check could be seen as being earned. Or labor could recognize an eighth grade certificate with a small pay raise or maybe a more prestigeous job. These are a few of the ideas that have been presented to the investigators during the visitations. Some of these ideas may be inapplicable at this time, while others may provide part of the solution to this recruitment and retention problem. The only way to find out which ideas are potential solutions is to try out some of them. The local directors, if they are given the salary to be considered full-time directors, could act on these ideas. Inter-communication between local directors could be effectively set up to transmit information and ideas to each other. Therefore it is recommended that funds be allocated to the local programs of the A.B.E. program in the state of Maine for such follow-up of an idea by a local director and to provide for an organized system of communication and information transfer.

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[7] The English as a Second Language population is eligible as are those not functioning beyond the 8th grade.

[8] Federal law permits serving those with college education if they do not speak the English language or do not function beyond grade 8.

[9] This estimate is based on the districts with Maine's A.B.E. programs and does not include the Indian population or the Thomaston State Prison population. It is strictly the number of students in the defined area.

The adults enrolled presently in Maine's A.B.E. program who have less than an eighth grade education have for the most part self-improvement goals. It has already been stated that those adults with greater than an eighth grade education would like more courses. Regardless, however, of the type of goal the student has or the grade level that student has completed, 83% of all students would like more courses some of which are not now permitted by federal law. A frequency distribution of courses requested appears in the Statistical summary. It is recommended for the benefit of those adults who will not be able to be placed in a more general adult program that more courses be offered.

53.9% of the adults in this program would like more counseling. 61.2% of the males would like more counseling, while 49.9% of the females want more counseling. Also 58.1% of those employed want more counseling, while 51.3% of the unemployed want more counseling. It is therefore recommended that not only should more counseling be given to the A.B.E. students but that males and those adults that are employed be given more counseling.

CONFIDENTIAL

ADULT BASIC EDUCATION EVALUATION PROJECT

Room 205, South Campus
Auburn Hall
University of Maine
Bangor, Maine 04401

ADULT BASIC EDUCATION—STUDENT QUESTIONNAIRE

Student's Name (Optional) ______________________

School System ______________________

Town ______________________

Sex ______ M ______ F

INTRODUCTION

This questionnaire is designed to help the State and Federal government improve your Adult Basic Education Program. Please answer all questions as accurately as you can. Your answers and suggestions will be very much appreciated. Suggestions will be recommended to the State Department of Education which in turn will evaluate them. After considering these suggestions, the State Department of Education will carry them out. In other words here is a chance for you to help your government improve your program and therefore help yourself. Thank you for cooperating—for following all directions accurately, and honestly answering all questions, and helping the United States improve Adult Basic Education.

DIRECTIONS: READ CAREFULLY

The following questions only have *one* answer. You are to place a check (✓) beside what you consider to be the *best* or most appropriate answer. Please only check *one* answer for each question.

Here are two questions. The first example (a) is the *right* way you are to answer the questions. The second example (b) is the *wrong* way.

Example (a) Why do you watch football games on TV?

______ I like commercials.
______ I like to watch referees make mistakes.
✓
______ I like football games.
______ I don't watch football games on TV.

This person answered the question *correctly*. He only checked *one line*.

Example (b) Why do you watch football games on TV?

✓
______ I like commercials.

______ I like to watch referees make mistakes.

__✓___I like football games.
______ I don't watch football games on TV.

The person who answered checked more than one answer, therefore, this question has been answered *incorrectly*.

Part I

Questions:

1. Are you an American citizen?
   ______ Yes
   ______ No
2. How old are you? (Check the range which includes your age).
   ______ 18-24 years ______ 45-54 years
   ______ 25-34 years ______ 55-64 years
   ______ 35-44 years ______ 65 and over
3. Check the line which includes the last grade you completed
   ______ 1-4 grades
   ______ 5-8 grades
   ______ 9-12 grades
4. Check the line which includes the last grade your father completed.
   ______ 1-4 grades
   ______ 5-8 grades
   ______ 9-12 grades
   ______ 13 or more grades
5. Check the line which includes the last grade your mother completed.
   ______ 1-4 grades
   ______ 5-8 grades
   ______ 9-12 grades
   ______ 13 or more grades
6. Are you presently employed for money?
   ______ Yes
   ______ No
7. What is your *best* reason for improving your education by enrolling in this course? (Remember to check *only one line*)
   ______ To improve your education (learn to read and write)
   ______ To be able to expand your interests or increase your knowledge of certain areas in life such as World Affairs, Science and so forth.
   ______ To be able to help your children with their homework, or your friends with income tax returns, or yourself with your budget.
   ______ To obtain American citizenship
   ______ To obtain a high school equivalency certificate[1]
   ______ To get a job or a better job
8. Is there any other reason not included in the last question that you would say is your *best* reason for attending class?
   ______ Yes ______ No
   If you answered Yes to this question, please go back to question 7 and erase or scratch out the check mark for that question.
9. If your answer was Yes to question 8, what is that reason?
   ____
   ____
10. Is this course helping you attain this goal (purpose)?
    ______ Yes ______ No
11. Will the knowledge you gain from this course help you on your present job?
    ______ Yes ______ No
12. Will this knowledge help you get a new job?
    ______ Yes ______ No
13. Will you look for a new job after you have completed this course?
    ______ Yes ______ No
14. If you were given a high school equivalency certificate or your citizenship papers now, would you continue in the program?
    ______ Yes ______ No
15. Would you recommend this program to a friend?
    ______ Yes ______ No
16. Have you recommended this program to a friend?
    ______ Yes ______ No
17. Do you think you could teach yourself the knowledge this program is teaching you?
    ______ Yes ______ No
18. Would you teach yourself this knowledge?
    ______ Yes ______ No
19. Do you look forward to coming to class?
    ______ Yes ______ No

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[1] It is recognized the adult student can not now get the high school equivalency certificate in ABE, many students had this as a long term goal.

20. Do you find it tiring, or difficult, after a hard day's work to attend these classes at night?
______ Yes ______ No

21. Once you are in class, do you enjoy it?
______ Most of the time ______ Some of the time______ Not at all

22. If you were earning ten thousand dollars or more a year, would you continue in this program?
______ Yes ______ No

23. Do these Adult Basic Education classes differ from the classes you attended as a child?
______ Yes ______ No

24. Are the Adult Basic Education classes practical?
______ Yes ______ No

25. Are they more informal?
______ Yes ______ No

26 Are you more adult-like?
______ Yes ______ No

27. Are you glad they differ from the classes you attended as a child?
______ Yes ______ No

28. What size class do you prefer?
______ 1-5 members ______ 16-20 members
______ 6-10 members ______ 21-25 members
______ 11-15 members ______ 25 or more members

29. Would you like to see more courses offered?
______ Yes ______ No

30. Are you given materials to keep for Adult Basic Education?
______ Yes ______ No

31. Do you use these materials?
______ Yes ______ No

32. In the program of Adult Basic Education I would like to see:
______ More counseling ______ Some counseling ______ Less counseling

33. In the Adult Basic Education program I would like to see:
______ material harder to read
______ material easier to read
______ material just right in difficulty

34. I would like to see:
______ more audio-visual aids
______ same number of audio-visual aids
______ fewer audio-visual aids

35. I would like to have:
______ more field trips
______ same number of field trips
______ fewer field trips

36. In the counseling program I have been given:
______ much help ______ little help
______ some help ______ no help

PART TWO (IMPORTANT DIRECTIONS: YOU MAY (CHECK *MORE THAN ONE* ANSWER)

37. What qualities do you like in a good Adult Basic Education teacher? (CHECK THE THREE (3) *BEST* QUALITIES YOU LIKE IN A TEACHER)
a. ______ knows the subject
b. ______ likes people
c. ______ sense of humor
d. ______ patience
e. ______ good teaching methods
f. ______ easy to understand
g. ______ honesty

38. Does your adult education teacher have these qualities?
______ all of these qualities
______ some of these qualities
______ none of these qualities

39. What do you think needs to be taught now that is *not* being taught in this program? (Check as many as you want, but only check those that you would enroll in if they were offered.)[1]
______ Recreational (Swimming, bowling, etc.)
______ Typing
______ Auto Mechanics
______ Machine Shop
______ Homemaking (sewing, cooking)
______ High school equivalency preparation
______ Nurses aide program
______ Woodshop

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[1] It is recognized these courses are not now permitted [illegible] but may be useful for future planning.

Please add others that you feel should be offered.

____

____

____

40. What do you think does not *need* to be taught that is being taught now? (YOU *MAY CHECK* MORE THAN ONE)
_______ Reading
_______ Writing
_______ Arithmetic
_______ Citizenship
_______ Basic U. S. History
_______ Consumer Education
_______ Social Living Skills
_______ Health Education
_______ Communication Skills
_______ Basic Science
_______ Occupational Information
_______ You and the Law

Please add others that you feel do *not* need to be taught.

____

____

CHAPTER IX

WHAT A.B.E. TEACHERS AND ADMINISTRATORS SAY ABOUT THEIR PROGRAMS

The recommendations in this chapter were made from group interviews including teachers, counselors and directors at selected locations.

Classification #1

RECRUITMENT

> Includes problems such as fear of school, family and social censure, and methods of creating a more effective recruitment program.

"If you can manage to get the student into a class for one session then you are all set. You can then usually hold him as a student. Once you have started to hold classes some people think that they are too late to get into the program, that they will not be able to catch up with the others. It takes a great deal of convincing to get a reluctant student to come into the program if he has missed the first couple of classes."

"We found that the best way to recruit was to go to these people because they won't come to you. The response to teaching at these social clubs is tremendous. The people were not afraid to go to these clubs because all their friends came here also."

A.B.E. STUDENTS MAKE GOOD RECRUITERS

"I have found that recruiting has been done by students talking among themselves. Sometimes the students themselves are the best recruiters."

"My other thought on recruiting was to hire people who had completed the course and had their high school equivalency certificate. These people understand the program and have had the benefit of attending the classes."

TO RECRUIT WE MUST OVERCOME FEAR

"We just say, 'come on in, we are here to help you.' Why don't you come into the program? We just don't realize or consider the feelings some of these people have towards the image we are projecting, the school building, the school teacher and that type of thing."

"We had a male student of about twenty-six years old who had finished his freshman year in high school and had then dropped out. Last year I talked to him and he told me that it had taken him two years before he had the courage to even come into the building to sign up for the program."

"Maybe the structure of the school itself is the deterrent. Maybe they have a fear of the school building from the past and it is too strong to overcome for a very long time. Maybe we ought to hold classes in the basement of the church or in student's homes or somewhere other than the school facilities."

FAMILY AND SOCIAL CENSURE

"I have found by working with my high school students that they are more sensitive about their parents' lack of formal education than any other aspect of their lives."

"This was an experimental program and we had people in Adult Basic Education, General Adult Education and Continuing Education courses. These groups all meet in the same building at the same time of day so there were no 'ha, ha' reactions that you had to go to night school because you were a dummy. No one knew whether these students were working on a deferred college degree or for an eighth grade equivalency certificate."

RECOMMENDATION

Utilize for recruiting A.B.E. students who have met with success in the program.

Classification #2

REASONS STUDENTS ENTER THE PROGRAM

> Includes jobs, reading, self improvement, and a desire to help their children.

A DESIRE TO MAKE LIFE MORE MEANINGFUL

"During our orientation last fall I recall two or three instances of an adult who could not read a word when he started the course. They were exclaiming over the terrific handicap this was when they went to the store. They didn't have any idea what any of the tickets and tags said that were on the clothing and other items. Even after a few evening sessions their life became more meaningful by being able to recognize the few words that they had learned in the course."

"We were discussing the objectives of the program. Should it be to make the student more employable, to increase his economic worth or should it improve his self-image. I feel that our concept of this is to attempt in the beginning to help to bring him into the mainstream of society. We help him to read the daily paper and to identify the things he sees every day and must deal with in his business. After some progress has been made in this area then we may think in terms of an employee, but we think of the person first and then the employee."

MOTIVATION FOR EDUCATION

"One of the ladies in my class is a nurses aide at the Togus Veterans Hospital and she is trying to pass the high school equivalency test. She tries very hard. She is repeating the courses as she failed the test last year. She is afraid that she is going to fail again. This is why absences are so hard for her. After the class was called off she missed a class and she is afraid that she will never catch up."

"I had a new student join the class, the janitor of our school. He said that he had an offer of another part time job but he would have to know how to write well. He told me that he could read pretty well and he could speak well enough but that he couldn't spell or put his thoughts down on paper. This was a part-time job as a policeman that he had been offered and he would have to write reports in an explicit manner. I told him to come into the class and I would teach him how to spell and let him practice his writing. He has come to class and he is so interested. Last night he was sick and unable to attend class. Today at school he didn't feel well but he came to see me and asked me to tell him everything that had happened in class and what the assignments were. He didn't want to miss anything. He is motivated because it means a job opportunity."

"There is the thought in mind of many of the parents that they would like to be more helpful to their children."

RECOMMENDATION

Every opportunity should be used to have parents learn in order that they may assist their children. Children can also be helpful in assisting their parents as in the Biddeford program. Experience charts can be useful.

Classification #3

SCHEDULING

Include number of classes, length of classes, proper times to begin and end sessions.

WHEN TO BEGIN A SESSION

"I think that we should start earlier in the fall and then they could get a vacation at Christmas time and have a little time off. Some of the time they get tired of coming week after week and like everyone else they need a break. Also in the winter we have very bad weather and have to miss some classes."

"Another reason that enrollment may be down is that we carried class out longer last year. We went into May. After daylight saving time came they wanted to work in their gardens and do other things."

"I was thinking that maybe we go too long. We hold classes two nights a week for a ten week session. This is twenty meetings for a total of forty hours. It gets near Christmas and the students want to work overtime for Christmas pay. Then the holiday season comes and maybe this is where we lose some of them. Instead of picking up the second session the following week after the end of the first one maybe we should have a break and then have a new registration."

THE LENGTH OF THE CLASS

"I would prefer to have class for two and one-half or three hours a night. We have to teach about eighty hours and this would shorten the weeks of the session. Once you get the people into the classroom they are happy to stay."

"You could improve the program by holding one class a week for three hours instead of the usual two nights."

"I don't feel that two hours is long enough to do all the things that we would like to do. Quite a few times my students have asked why we can't have class three or four times a week. Most of them couldn't meet for longer than two hours at a time because they want to see their families, but they would all like more sessions. We only meet two days a week for two hours and if you have different groups or individual problems in the classroom, this isn't long enough."

SPECIAL PROBLEMS

"One of the major problems that we run into on mill students is that many of them have to work the second shift and cannot come to classes."

"I teach citizenship and the best time I have found to teach it is Sunday afternoon. Of the ten students I have, seven work on the second shift and couldn't attend class at any other time."

RECOMMENDATION

At a meeting of the local directors of A.B.E. a review of the scheduling problems should be discussed with possible suggestions for revised scheduling.

Classification #4

TESTING, EVALUATION AND GROUPING

Includes both formal and informal methods, also students' dislike of being tested and compared.

TESTING MUST BE USED WITH CARE

"They had troubles in school, they had pressures and tests and they lost, then they dropped out. They were unsuccessful and they have been striving for success all these years. Here is a chance for them to get back into school and be successful in school type activities. The test makes this a very shaky situation for them. If this test is going to make or break them, they don't want any part of it. They have gone all through this before and they want to be free. We do have some testing here. I do go around and speak to all of them before the test, but I don't think that it convinces them. To them a test is a test and you are not going to hide it from them."

"I think that you have to watch testing very carefully because adults, especially the adults that come to these classes, do not want to be tested or ranked. They are afraid of it and they don't like it and it often makes them very nervous. It puts them off, they don't want to attend classes if they think they are going to be constantly tested and graded like an elementary school class."

SPECIAL PROBLEMS WITH TESTING

"I think that the block testing is too long for them. They have been working all day and this thirty or forty minutes of straight testing is just too tiring. I also think that the reading should be graded in some way also. I have beginning readers who do not know the alphabet and they could accomplish nothing on the test because they could not read the words. You cannot read a reading test to them and get a valid score. We need something that is more graded in terms of level of reading ability."

"Our students come from a very broad range of intelligence and ability so it is very hard to test them and to classify them at the various levels. It is particularly difficult to do this at the beginning because you haven't seen them perform in the classroom. When I ended my class this year many of them were just learning to read enough to take a simple test. They were at a level so that they could read parts of the newspaper. When you hit them with a long standardized test and they are under the impression that they aren't to be tested it is a disaster. They do not want to be tested. They feel that this course is to help them out and not to make them perform. You mention the word test to them and they don't like it."

GROUPING

"We have two groups. The grouping is very informal. We first started with everyone in the same group and then we held two or three lessons this way and then we were able to make some sort of separation. The hardest part of all was to have the students accept being separated. They underestimate themselves, at least most of them do this. They wanted to go into the second group because they felt that they were unable to compete with the people in the first group. I find that sometimes they would rather stay at a lower level."

EVALUATION

"I think that there should be two types of evaluation, the test and the teacher's personal evaluation."

"Adults don't want to be compared and we treat their work as personal."

RECOMMENDATION

Grouping should depend on the number in the program. Formal "testing" should be held off until the A.B.E. student is at home in the program, and feels comfortable with the teacher and the surroundings.

Classification #5

STUDENT ATTENDANCE AND DEDICATION ONCE IN THE CLASSROOM

STUDENTS WANT TO LEARN

"They are eager to get to work and they want to be given plenty of work. They want to get ahead and they come because they are interested. The group I have really want to learn how to read, and want and need to learn how to spell. Primarily they are interested in words that deal with their job. They are mostly farmers and they wanted to be able to read and spell words that deal with the farm. You don't have the disciplinary problems that you have in an ordinary classroom. You don't lose any time in this respect. They just come in and you can pile the work and homework on them and they still want more. If you don't give them more work they will just go ahead in the books anyway."

"Those students who have not graduated from eighth grade but who are in the high school equivalency course are the most conscientious. They had to walk to school but they came. One of my teachers hit the nail right on the head when he made the comment that an education is not really important unless you don't have one. These people are right in there scratching for knowledge. As a matter of fact they have demanded make up time so that we can get in the amount of hours we are supposed to have despite the storms."

RETENTION

"I find that once they are really enrolled and find out what it's all about they usually don't want to miss a class. If they do miss a class they will usually call me and let me know why and ask for all the work they missed and for all the assignments."

"There is one man who has been with us for three years. He works at the Portsmouth Navy Yard and after a full day's work he comes to school. This is his third year and he said, 'even if it takes me another five years I am going to learn how to read.' "

"I had one student last year who was sixty-nine and she wouldn't miss a class. The day before the last class of the year she fell and broke her collar-bone but she wouldn't go to the doctor's until she had come to our last class."

"I would say about 80% or 90% are there all the time. If they don't come they have a good reason and they will come right up to you and tell you the reason at the next session. Many of them call us when they are not able to make it."

THE SELF IMAGE AND DEDICATION

"The self image of some of these people is terrible. Many of these people had had some physical or slow learning problem in grade school and were teased constantly. They just wanted out of the school situation no matter what the consequences. Now they still feel inadequate in a classroom situation. It is amazing that they can come back and try again."

VOCATIONAL EDUCATION

"I think that this schooling opens new avenues of thinking for these people. The people that I work with are interested in the vocational school that we are going to open in September. Last Sunday we were at a student's home who had dropped out of school in the fifth grade and has a lot of trouble reading and writing in French to say nothing of his trouble in English. He said that he is interested in the vocational school. He said that he knows that he will have to learn to do math and to read and even though he is on the second shift and doesn't really have time for school he is still motivated. He said he doesn't intend to quit school until he has learned the basic subjects so that he can learn a trade in vocational school. Most of them are not satisfied to stop with just Adult Basic Education, they are looking ahead a little bit. I think that this is good."

RECOMMENDATION

Students should be encouraged to move from A.B.E. skills to vocational education (where available).

Classification #6

MOTIVATING FORCES ONCE IN THE CLASSROOM

NEED FOR SMALL SUCCESSES

"So many of them look back at previous schooling and remember the many failures and then see the successes of this attempt at schooling and they are very encouraged. The fact that they are going to school at all is a big lift for some of them. They realize they are lacking in education and they want to do something about it. Last year at the last class I asked the students if they felt they had learned anything or if they felt better because of this schooling. One of the students said, 'You don't know how good it feels to be able to go into a restaurant and be able to read some of the things on the menu. You have no idea.' "

"They need to be constantly checked and rewarded. One thing that I found out with my group is that if you go too long without some sort of praise or encouragement, then this is the worst detriment of all. If you just take a minute and say, 'well the last one wasn't too well done but this one is very good,' this will help the student along for the next half hour."

"To most of the adults in my class the satisfaction that they get out of knowing that they are learning is enough reward. They find out that they can succeed in a school situation."

RECOMMENDATION

The A.B.E. program should provide recognition of successes by 'recognition nights' or 'award

nights' for persons progressing from one level to another. Some schools provide 'certificates' for eighth grade completion.

Classification #7

THE SOCIAL ELEMENT OF THE A.B.E. CLASS

THE SOCIAL ASPECT IS IMPORTANT

"Yes, attendance is partly social. It is a chance for the people to get together and converse with one another."

"The social aspect is so important to them. They love it. If they can surprise me and plan a little get together without my knowing it then they are so pleased. They even invited the priest last week, and that was something for them. One thing they do is never to speak French in class or at a party. They try their best in English."

"I think that some of the outside contacts and the idea of a social meeting gives these people a little something that they aren't getting in an ordinary classroom. To me it is worthwhile and it helps the entire program and it maintains attendance."

"It became a social evening for them also. The janitor didn't get paid by the club or by us but he volunteered every night to make coffee. We would take a twenty minute coffee break from class and the students would socialize and get to know each other. They all came from about the same parts of Canada. I think they also got to know themselves better. It became a social evening for them. They really enjoyed coming to that kind of class."

RECOMMENDATION

Because teachers emphasize the importance of 'learning from one another' during the coffee break, and because some of the students take responsibility for the social period, the socialization should be encouraged for retention, as long as it is kept within bounds.

Classification #8

MATERIALS

ADULT MATERIALS ARE VITAL

"I have found that work sheets with questions about T.V. or a magazine or math are very helpful. They enjoy doing a little research to find the answers and they help themselves with the reading because this is homework. They have to do it themselves. I would also have questions about scientists and writers or artists and then bring in as many reference books as I could so they could find the answers. They would have to figure out where to look and would then have to read the article and find the right answer."

"I also think that in a classroom of children you can use a textbook and improvise quite liberally because children adapt easily. I have found that with adults it is much more difficult to do this. So materials in adult education have to be excellent. There can be no ambiguities and places where the teacher has to supply all the answers and examples. You have to pull in some supplements of course but very often you lose them if the book is general and you have to put in all the specifics."

"I find that material is more or less hit or miss. You have to try something and if that doesn't work you have to try something else. I have used four books so far and next week I am going to bring in the Journal (the local daily paper) because this is what they want to learn how to read. I will bring it in and we will spend the class working on it. We will read the articles and sections and I will help them to understand it. This is what they want to learn. You must teach them what they want to learn."

"I am interested in finding out more about programmed materials and the programmed method of teaching adults. I have heard and read that it can teach them faster so they can increase to higher grade levels at a faster rate than with our regular materials. I also feel that this would be very advantageous to the student who doesn't have much time outside of class to prepare lessons. With this material they can proceed at their own rate. I am very interested in this area and I hope when we have this program another year we can look seriously into this type of material."

"The only thing wrong with some of the books we get is that when you look through them you get the feeling that it is for children. I think that we should be able to get material that will accomplish the same thing but that has nothing at all to do with children. The ideas in some of the books are good but the doodles and examples are about children. We need something adult oriented."

"We should look into programmed materials. It is more expensive but with the programmed material you are able to advance a pupil a grade level in about 64 hours whereas now it takes about 87 hours to do this using the standard material."

RECOMMENDATIONS

1. Programmed materials should be introduced in teacher in-service training sessions.

Classification #9

TEACHING MATERIALS

CREATIVE A.B.E. TEACHERS INDIVIDUALIZE INSTRUCTION

"In my group we didn't use a book for about six lessons. We just talked and looked at pictures. This was just to get them talking, and once you get them talking you just can't stop them."

"You have to work hard to orient the adult to audio-visual material. This isn't learning to most of them and they are very suspicious of it. They want to get down to real work. They would much rather dig and work to think of a word than to go to the dictionary or encyclopedia."

"I taught for forty minutes over the phone. Every week at least three or four of the students will call me up and ask, 'is this sentence right or is this the right adverb?' "

"We do have a discussion period in our class. Every week we spend ten or fifteen minutes on discussion and they tell about their work and their homelife and experiences that they have had."

"In our system it is interesting that the older teachers have fewer dropouts and evidently did something which created a cohesive class. They also have larger enrollments. They individualize instruction and they are retired so perhaps they have more time to devote to preparation. They have a more active interest in the students. They see them as individual students with individual needs. They are more patient perhaps."

"What are some of the performances that you have found useful?"

"I am thinking now in the field of language. I have been working with the dictionary. I ask them to look up a word and then I watch how they begin and from there I can tell how well they understand the procedure. You can also learn from this what specific areas such as guide words, parts of the entry, etc., that might need more explanation and more help. From the errors they make I can find clues to what I need to explain again."

"Whatever work they turn in is not always graded but I do make corrections and point out errors so they can see what they did right and what they did wrong. They want their mistakes pointed out. I make it a point to evaluate and grade many of their papers."

"I really think that the approach to adult education cannot be the formal approach. John worked with a person who couldn't read and he didn't just lecture, he sat down with the man and had one arm on his back and went over sentences and words with him as a friend instead of someone who wasn't interested. It just had to be a personal thing. These people really respond when you show you are interested in them."

RECOMMENDATION

Individualization of instruction should be encouraged, and master teachers should continue to be utilized in in-service programs for illustrating how to individualize instruction.

Classification #10

ENGLISH AS A SECOND LANGUAGE

MAINE'S FOREIGN BORN IMPORTANT A.B.E. CLIENTELE

"Earlier in the session, in November, a friend of mine called and told me of three people who were just entering the country. These people were from Istanbul, Turkey and couldn't speak a word of English. We made arrangements to talk to these people through interpreters and found out that they could talk Turkish and Armenian. The son also spoke French. Arrangements were made with a teacher who also had a command of the Armenian language and he took these people into the classroom with English as the second language for them. Within three weeks they knew enough useable language to go out and get employment. In the first week these people brought home a combined take home pay of $220. To me this proves how valuable the A.B.E. program is and what an asset it is not only to the people but also to the community as a whole."

"When they get to a word that they can't understand I explain it to them in English and if they are still confused one of the other students may say it in French for them but they don't want me to use a word of French."

"They want to converse with others in English and learn to express themselves in English. Sometimes it is almost torture for them. You see them trying to get the right word. Sometimes they will speak with each other in Russian to help the other one get the right English word."

"I used to read a French paragraph or make up one as I went along and they would translate it into English and write it down. This worked beautifully. I was very surprised. It proved to me that these people were getting the English that I was trying to teach them because they were using it right. Of course, there were times that they translated literally from the French but they were getting the meaning even if they gave it a French flair instead of the proper English phrasing."

"Well I went into Portland and talked with the Citizenship Examiner to find out what he expected these people to know for the examination. In this way I found out what would be most valuable for me to teach them."

"These are people who are here to get what they are lacking for everyday living. This is an important task and it puts a great deal of importance on communications and it is especially difficult with their language barrier. They are here to break down this language barrier, to understand English and to get along. This is their biggest problem. In English class they are here to learn to understand English so they can enter the general program and get a job. I have one man in my class that told me he had had an opportunity to become a foreman but had missed it four times because he couldn't read and speak well enough. He said, 'I figure it is about time that I get this material. I have been avoiding it but I have been passed over enough times.' "

"The motivation is certainly apparent with the French speaking people. I have one lady who comes Tuesdays and Thursdays when I hold my class. She comes with one of her children because she cannot afford to leave them all at home. One day she came with her little baby who is only six or seven weeks old. She had him all wrapped up in a blanket and deposited him on the table."

"But in my case it is a different level of people. It is a group of people who don't know English at all. This is where it becomes very handy to be able to speak to them in their own language. We have to be able to do this. You have to be able to understand what they are trying to say and to understand the nuances of the language. You have to know what the student is saying and what he is trying to express."

RECOMMENDATION

Both teachers and counselors could benefit from institutes and in-service training dealing with teaching English as a second language. Regional institutes might prove beneficial.

Classification #11

DROPOUTS FROM THE PROGRAM

"I think that part of the problem is that the class cuts into the family life a great deal. If the wife comes to class then the husband who has worked all day has to babysit instead of relaxing. And if the man has to work late the wife doesn't have a babysitter so she can't come to class and feels that she is way behind the others and will drop out."

"Some of the teachers try to give them encouragement in their progress so they will not drop out. Is there any way that you feel the teachers could assist in keeping them from becoming dropouts?"

"Perhaps we should do a better job in our orientation. We might try to be more realistic with them and point out that it is going to be a time consuming process and that they will not learn to read overnight. We will have to try to get them to think in terms of a more long range project."

"One of the factors that I think has led to many of our dropouts has been that most of our Basic Education students work at plants (either the shoe plant or the plywood plant or the data processing plant) and they are frequently changed to different shifts. In the fall when our classes begin they may be on a shift that allows them to attend our program; however, in mid-winter in a number of cases the employer insisted that they take the evening shift so therefore they were unable to continue the course."

"This individual attention is so important. Many of our students dropped out of school because they had individual problems that were not met in the public school classroom. If they don't get that attention and training here they will just associate us with formal schooling and won't come back to our classes."

"If we can't make them realize that they are making progress we may find that they will drop out of the program entirely. I think that part of the process is to convince them that they are making progress."

"We had one of our students drop out and I don't know exactly what happened or the exact cause but I know it was a personality clash with one of the other students. This student wouldn't be in the same class with this other person. So we transferred a couple of people to another class after this one man dropped out. This is something that does happen."

"Does this mean that if a day program were organized it might make it possible for others to attend classes?"

"Yes, I had a fellow that dropped out after the first class because he told me he had to work the second shift and couldn't afford to take time off."

RECOMMENDATION

Because of shift conflicts experimentation with day classes should be attempted in large population centers. Some of these might be in the plant. An attempt should be made for the employer to contribute one hour and the adult student contribute one hour.

Classification #12

TEACHER AND ADMINISTRATOR SUGGESTIONS

"I think next year all the teachers of A.B.E. in this area should get together after about eight weeks of classes and discuss problems and materials and see how their ideas can help each other."

"There should be more attempts made to bring the employer into the program to some extent. They could be involved more closely and informed about what is going on and therefore we might get a higher degree of cooperation once they had more information about the program."

"He made the comment that the teachers are just now beginning to realize their inadequacies in communication with adults. He suggested that this program should make full use of local talents. If there is a good carpenter in the area who is willing to share his talent and experience with other men he should be hired to teach a class."

"We need a full time director and there should be a teacher training session."

"I think that we should teach them reading and writing but I think it would be very good for them to get out and there are certainly schools where this can be done. They could be helped in vocation areas and it would be a break for them from coming every night to reading and writing and math. It is still education and it could be very useful."

"We have excellent facilities here to help people not only in reading and writing and simple math but I called John and asked him if it would be possible for us to take them out of the classroom and put them into some of our other classes for a while. I thought if we went out for one night a month and let them know what was happening in the vocational areas and what else was being done. But we can't do this because it isn't part of the A.B.E. program."

RECOMMENDATION

"Teacher information exchange" sessions should be used for in-service training early in the fall session after classes have begun. These can be held regionally because of distance. A swap shop should be set up for exchange of teacher originated materials."

2

CHAPTER X

IN-SERVICE FOR MAINE A.B.E. TEACHERS— A HIGH PRIORITY

Because the A.B.E. teachers in Maine programs are working on a part-tme basis, and on an overload basis in most cases, the importance of in-service education and pre-service education can hardly be overstressed. It is recommended that not only teachers now teaching in the A.B.E. program be included in summer workshops and one-day institutes of in-service education, but that teachers now working during the day who are potential A.B.E. teachers be invited also. Demonstrations by master teachers, examination of new teaching materials, understanding how adults learn, group discussions of teaching methods and techniques, and understanding the nature of the A.B.E. student and his problems are all appropriate content for in-service education programs.

The addition of another staff member in the person of Mr. Richard Adams, Adult Education Consultant should now strengthen the in-service education capacity of the State Department of Education. A useable professional library is being developed by the staff office and should be expanded. Representative A.B.E. publications have been acquired and are displayed at in-service education meetings. More programmed learning materials should be obtained and added to the resource materials and training sessions planned to familiarize teachers with the materials and how they can best be used for individualizing the A.B.E. study program for the disadvantaged adult. Specalists in A.B.E. curriculum and in adult learning are being utilized in one-day workshops in an effective manner on a regional basis. Local programs are receiving help from the Adult Education consultant through evening visitations and workshops. The consultant has made effective use of films in the in-service programs, such as the teacher-administrator viewing and discussion of the Mott Foundation film "To Touch a Child" now owned by the State office of Adult Education. Citizenship education, parent education, the community school, and the importance of adult education are being pin-pointed in the film discussion. As of May 1, Mr. Adams had shown the film to eighteen groups throughout the state, leading a discussion with the teachers and administrators in adult education. He also showed the film to two classes in Adult Education at the University of Maine, Portland, and the University of Maine, Orono. Thirty students viewed the film in addition to a Professor of Childhood Education, the Director of Title I of the Higher Education Act for the University of Maine, and the Associate Coordinator of Labor Education, University of Maine. The graduate and undergraduate students, some potential A.B.E. teachers include persons from training departments in industry, cooperative extension, home economics education, vocational adult education, voluntary organizations, and public school adult education. The University of Maine is ordering the film which can be utilized by A.B.E. teachers and administrators, and used for in-service training for teachers, administrators, advisory committees and school boards. Additional films relating to A.B.E. should be purchased by the Adult Education office and distributed by the University of Maine or an appropriate central distribution agency. A good beginning has been made.

The in-service training programs for directors, teachers, recruiters, and counselors in adult basic education have been directed and coordinated by Mr. Richard Adams, Consultant in Adult Education for the State Department of Education in Augusta.

The expressed object of the program is to "help the teacher solve some of the problems encountered while teaching adults in basic education." These in-service sessions were set up periodically and aimed at a flexible method of communications between all those people involved in Adult Basic Education to better equip them for their respective roles.

The format of the training programs was generally the same for all the sessions. The program includes a morning session with a presentation by a noted Adult Educator, and then a demonstration or discussion of new materials or teaching techniques. The afternoon session includes group discussions led by Mr Adams These discussions cover the areas vital to A.B.E. including such questions as: "How would you deal with a student who plans to drop out of class?" and: "What is your goal in teaching English to non-English speaking adults?" A panel was also utilized to get at meaningful answers to adult education problems. These panels consisted of the guest speaker, Mr. Adams, Mr. John Moran, Supervisor of Adult Education for the State Department of Education in Augusta, and the Director or a staff person from the local area where the program was held. This format offered a wealth of information while giving those attending a chance to participate fully.

In-service training programs should be expanded to include social welfare workers, lay committees, and representatives of industry to help improve recruiting. The in-service training programs have been held at various locations throughout the state.

The first program was held in Van Buren on January 25 with 28 participants from four A.B.E. programs. The morning presentation "Psychology of Adult Learning" by Dr. Roger W. Axford set the scene for the afternoon discussion groups.

The next session was held on February 8 in the Portland area with three districts represented by 33 participants. A presentation of "Teaching Techniques for Teachers in Adult Basic Education" introduced some new ideas for adult educators. A prepared set of questions most often asked by adult education persons was used to stimulate discussion in the various afternoon groups. These questions did not limit the range of discussion but instead clarified many of the generalities inherent in discussions.

The February 15 training session was held in the Bangor-Brewer area with 33 persons attending. A demonstration of new materials highlighted the morning session as well as a presentation by A University of Maine Professor concerning adult education. The panel made relevant comments on the decisions reached on various points in the discussion groups as well as opened itself to questions from the participants in the session.

The Auburn In-Service Training Session was held on March 1 with 21 persons present. Mr. John Ryan from the Connecticut Department of Adult Education discussed teaching techniques. Mr. Moran met with the directors, recruiters, and counselors to discuss questions and problems germane to their area of speciality in Adult Basic Education.

Eight local in-service training programs were planned for the months of March and April. This type of training program offers the persons in adult basic education an opportunity to share knowledge and experiences to better the A.B.E. program in Maine.

The professional staff of the Department of Education should be encouraged to pursue their own continuing adult education. Time and funds should be made available for that purpose.

CHAPTER XI

STATE OF MAINE
Department of Education
AUGUSTA, MAINE 04330

PASSAMAQUODDY
ADULT BASIC EDUCATION

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REPORT To: Dr. Roger W. Axford, Coordinator, Adult Education, U. of Maine

From : Peter Smith Terry, Project Director

Subject : *Maine's Passamaquoddy Indians and A.B.E.*

The People: The target population for the proposed project in Adult Basic Education consists of the adult portion of approximately 590 members of the Passamaquoddy Tribe of Indians living on the Pleasant Point Reservation near Perry, Maine, and on the Indian Township Reservation, near Princeton, Maine. Both reservations are located in Washington County.

Approximately 40% of the total Tribal population on the Reservation (236 persons) are 19 years of age or older. It is estimated that at least 50% of this number (118) persons has less than an 8th grade education.

The Problem: Reservation family groups are large (22% of the households contain from 5 to 9 persons) with highs of 16 and 17 persons per household. Social problems include broken homes, chronic drinking, unemployment, pre-delinquent behavior among young people, lack of community social and recreational facilities, and the aforementioned low educational levels (intensified by a high non-completion rate among secondary school students).

The Reservations are geographically and socially isolated from State population centers; Washington County as a whole has been designated as a depressed area under the provision of Title IV of the Public Works and Economic Development Act (P.L. 89-136); major county industries are lumbering, blueberrying, fishing and tourism—all but the first of which are highly seasonal.

Only a half-dozen or so families (of some 95) have family heads who are regularly and permanently employed. Average per capita income for Reservation residents is approximately $430.00 per annum, including all forms of welfare assistance.

The climate for educational achievement among the Reservations' population is not favorable. In addition to the more obvious socio-economic conditions which tend to reduce individual incentive and scholastic achievement (some of which have been mentioned), are such factors as:

1. Lack of understanding between the general public and minority groups;
2. Language barriers resulting from the fact that Passamaquoddy—not English—is normally spoken in the homes;
3. Limited local opportunities for desirable employment which reduce the realization of the importance of education, and destroy incentive to learn;
4. Minimal educational counseling at the Reservation elementary school level and at the off-Reservation secondary school level;
5. State minimum compulsory education age being only recently raised from 16 to 17 years.

The Past Program: Adult Basic Education was provided for the Passamaquoddy Tribe during the past two years (1966-1967). The need for A.B.E. projects was determined in January, 1966, but programs did not become operable until March of that year.

The projects in both instances were funded from Title II-B, Economic Opportunity Act, through the public school system, even though (at that time) the public school systems in Perry and Princeton were not responsible for educational activities on the two Reservations. This responsibility had been assigned to the Maine State Department of Health and Welfare until, on July 1, 1966, Reservation schools and educational programs became the responsibility of the Maine State Department of Education.

Some of the "conclusions" reached during the course of these earlier projects are as follows:

1. Discussions were difficult to arrange, as few of those participating had had off-Reservation contacts or experiences about which they wished to speak, to supplement the lessons. The experiences of the majority of those in attendance were very narrow and lacked depth. This deficiency inhibited class participation to a point where the instruction became very teacher-directed.
2. The teachers lived in the vicinity of the Reservation served, and were recruited from the public schools. It was evident at the outset that the teachers, as well as the Indian adults, had considerable adjustment to make in attitudes developed.
3. The staff found it difficult to convince the students that there were advantages to gaining an education, and that progress would be extremely slow. The adult students tended to imagine that their accumulated ills would be erased after attending a few class sessions. It was disheartening for those attending after the second week to find out they were not making the progress previously envisioned.
4. Because of the lack of communication between the non-Indian teachers and the Indian men and women participants, progress was extremely slow and interest lagged.
5. The time period in which any instruction could be offered was difficult to agree upon. The Tribal members historically migrate to pick blueberries in the summer, potatoes and apples in the fall, and set about to make Christmas wreaths in December. Hunting and fishing, as well as guiding, are year-round employment activities which fluctuate greatly. There is a brief period in February-April when life is slow on the Reservations and some adult classes could meet regularly.
6. Professional guidance services could not be offered in the A.B.E. projects as qualified personnel were not available in the area.
7. Environmental roadblocks made their projects a foreign teaching situation for the non-Indian staff; one which they were never quite able to overcome even though a sincere effort was made in all cases.

A general *conclusion* is as follows: The need for Adult Basic Education is very much present among Passamaquoddy Tribal members, but a complete metamorphosis in understanding the Indian and his attitudes by the teaching staff, and a bold and unusual approach to adult education, will have to transpire before noticeable progress can be made.

. . . The A.B.E. programs conducted earlier were simply too sophisticated in all respects for these socially, educationally and experientially deprived people, even after drastic modification in material and teaching aids were made. The net gains realized over a two year period would not justify continuing such programs on a twice-a-week, regularly scheduled basis.

Needs For a New Program:

What is needed is a new approach to adult education for the Passamaquoddy Tribe. The Reservation A.B.E. programs, to be successsful, will require the presence of a person with a high level of skills in adult education and counseling. He will need to be based *somewhat* between the two Reservations and will be expected to serve both of them. This person would, if possible, have demonstrated successful experience in working with American Indians in some educational area, at a reservational level. He would be the Project Director for Adult Basic Education for the Passamaquoddy Tribe of Indians.

The Director would first have to establish personal rapport with almost the entire population of both Reservations. This would be accomplished through a continual succession of home visits and involvement in all ways possible in community life. Within a relatively short period of time, the Director would begin to identify certain educational needs expressed casually or specifically by members of the adult population. Many of these needs would initially be met through the Director's own personal resources. In other words, the Director would be providing educational counseling, perhaps to an individual, perhaps to a family, or perhaps to a group of residents.

When the Director identified a felt need that was expressed by a number of people, with evidence that interest could be maintained for more than a brief period, he would set up a special program aimed at meeting this particular need. Such a program might be an informal meeting, with or without outside resource persons involved. It might be an arrangement for a film, a demonstration, a visit by a technical resource person, or a consultant. It is felt that the planning for such a specific program, as well as the necessary follow-through and application of the information presented, though initially the major responsibility of the Director, should carry as much educational value as the program content itself.

Advanced one step further, the time would come when the Director would feel things were suitable (in terms of expressed needs and interests) for a more formalized and continuing educational activity, such as a "traditional" adult education class in a specific subject area. Again, the Director would be responsible for helping to arrange for such an activity always performing these responsibilities with the increased involvement of the adult population and the realization that this involvement was as important educationally as the content of the program itself.

Recognizing that initial education would be taking place in informal home visits; in 5-15 minute informal counseling sessions; in the residents' involvement in the various stages of the entire program; and in single-session planned programs; as well as in eventual formal class settings; all conceivable subjects might be covered. . . .

The Director would need to be a person who would not be threatened by functioning in an *extremely* unstructured and ambiguous environment. It is expected that, if he initiates the program correctly, a majority of the Reservation population, and most members of the surrounding non-Indian population, will feel he is not doing anything but "going around talking to people." Measurable quantitative progress, or change, will be very difficult to observe, but must be noted. A great deal of attention will need to be paid to individual case progress and to individuals, initially. Skills will need to be shown by the Director, and developed in the adult population, in functioning between an individual need and an outside resource agency, employer, private group, etc., in such a way as to assist in greater mutual understanding without getting in the way of such understanding or becoming indispensable to it.

It is anticipated that this project would be of duration sufficient to enable the Director to bring about noticeable change in Indian attitudes towards work habits, living, education, health. and world and community affairs, and to bring about noticeable changes in the attitudes of non-Indians towards Indians, their needs, and their affairs.

It is felt that this approach to Adult Basic Education, whether it be called comprehensive counseling, community development, adult education, etc., has applicability not only to the many Indian population areas in both rural and urban areas, but also to any group of people whose economic and social status is demonstrably lower than or different from that of the surrounding population.

The Present Program: The first phase of the present program began when an office was established in the new Federal Post Office Building in Calais, Maine; a location about equidistant between the Reservations at Peter Dana Point and Pleasant Point, fifty miles apart, in Washington County. On the 9th day of September 1968, Mrs. Alyne Ward (part Cherokee) was hired as the Director of the Passamaquoddy ADULT BASIC EDUCATION Project.

Mrs. Ward held introductory meetings in her office with the Governors of the two Reservations and with other Tribal representatives. She also arranged and held meetings with the Indian people on the two Reservations. Through her efforts a Women's Club was established at Peter Dana Point. A ten page Year Calendar booklet for the club was also produced. Mrs. Ward contacted many people on the Reservations and in the town of Calais and made many friends. With Mr. Dunning from the Manpower Training Center in Machias, Maine, she conducted classes at Pleasant Point on how local towns are run. She reproduced and presented to the Indian people mimeographed material on government, "Our Government Is Us" and a "Handbook on Passamaquoddy Organizations," "Club Organization and Activity," and selections on "Learning to Read" and "Brain Twisters for Fun" plus a Memorandum on "Communication" with a reprint of the five page article by Charles J. Calitri, "Language and the Dignity of Youth" from the 20 July 1963 issue of SATURDAY REVIEW.

She also pushed the *Save the Children* Foundation which was finally accomplished at Peter Dana Point and at Princeton, and has so far continued to be successful. She was successful in having a Passamaquoddy Indian man placed as a worker in the local Employment Office. He is now working there helping to secure training and jobs for the Indians. She worked toward getting an Indian from Pleasant Point into the Federal Bureau of Indian Affairs Haskell Institute, Business College, at Lawrence, Kansas. This has now been accomplished and he will start this September (1969) with full costs being covered by the Federal Government.

In January 1969, Mrs. Ward arranged to have the U. S. Commissioner of Indian Affairs, Mr. Robert Bennett, come to the Pleasant Point Reservation to talk to the Indian people on what the Federal Government has done and is doing on Federal Reservations.

The present phase of the program began with the hiring of Peter Smith Terry as Project Director starting the first week of April 1969. During the interim the Project secretary, Mrs. Phyllis Lank, continued her duties and kept the Calais office open. Prior to his being hired, the Director met with both Tribal Governors, Mr. Eugene Francis and Mr. John Stevens. He had previous association with Mr. Francis who was, for a short time, the Aide for the Pleasant Point Reservation while Mr. Terry was director of the U.S. Department of Labor's OPERATION MAINSTREAM for the four northern counties of the State of Maine. Mr. Albert Dana, of the Peter Dana Point Reservation, had served under Mr. Terry's direction for the previous four months. Mr. Terry, therefore, did not come into the area as a complete stranger.

During the past dozen or more years, Mr. Terry has served in various capacities on Indian Reservations in several different parts of the country. Most recently he has lived and worked on the Standing Rock Sioux Reservation of the Dakotas for a period of two-and-a-half years. Prior to that he had directed the Manpower Retraining Project of the U.S. Department of Commerce's *Area Redevelopment Administration* (A R A) on the Reservation of the Alabama and Coushatta Tribes of Polk County in east Texas in the development of a Tribal Enterprise in Tourism. Mr. Terry had taught for two years in the U. S. Bureau of Indian Affairs *Sante Fe Indian School* of New Mexico in the Arts and Crafts department, having as students members from twenty-two different tribes from Alaska to Florida and Southern California to Minnesota. He was unsuccessful during this time in trying to get Maine Indians into the school. For two years Mr. Terry served as Census Clerk for the Navaho Tribe working in the Education Department of the Tuba City Subagency in Arizona of the Bureau of Indian Affairs, Gallup Area. Mr. Terry is a graduate of the Vesper George School of Art in Boston and holds a Master of Arts Degree in Education, specializing in Community Development, Cultural Exceptions, and Creativity in Education, from the Putney Graduate School of Teacher Education in Vermont.

As a beginning in the Passamaquoddy Adult Basic Education project, Mr. Terry feels it best to proceed slowly. The major permise of the project, as he sees it, is that it belongs to the Indian People of the Passamaquoddy Tribe and that they should be directly involved in the initial concepts and plans for the program as they wish it to fullfill their basic needs in education. The primary purpose and end results of the program, he feels, should be economic development and an improved way of life. The best statement of the purpose of education, he believes, is summed up most simply in the following from Theodore Brameld, educational philosopher:

> ... the one task of education before all others is to help reconstruct the cultures of the world to the end that people shall attain maximum satisfaction of their material and spiritual wants, including the satisfaction of building and ruling their own civilizations everywhere on earth; theirs to design, to possess, and to enjoy.

p 18 TOWARD A RECONSTRUCTED
PHILOSOPHY OF EDUCATION
Dryden Press, N. Y. 1956

To start with, Mr. Terry has requested that he be allowed to hire two people to serve as Indian Interpreter-Consultants, one from each of the Reservation areas: Pleasant Point and Peter Dana Point, including the Princeton Strip. With these two workers he will then proceed to arrive at conclusions as to what kind of programming the people feel they want and need.

So far in the program Mr. Terry has established certain office procedures and has further equipped the Calais office with additional supplies. He has met with members of the State Educational staff in the Augusta offices and has attended conferences on Indian Affairs at Colby College in Waterville, in the Bangor area, and at the University of Maine. He met, and discussed basic aspects of the program, with Governor John Stevens of Peter Dana Point, who is also the CAP Director for the entire tribe of both Reservations. And at this time met with other members of the CAP staff and with VISTA's.

Governor Stevens is arranging an introductory get-together for Mr. Terry to meet with the people of the Peter Dana Point Reservation group. This is intended to be nothing more than a get-acquainted session during which Mr. Terry will show slides of the Navaho people, and pictures of the Indian Ceremonials and Pow-wows at Gallup, New Mexico, and at Flagstaff, Arizona, with emphasis on the way-of-life of these people of the southwest, the richness of their cultural heritage, which they have not lost, and the values of their arts and their crafts from which they derive great cultural pride and considerable economic benefit. If the people have questions on the A.B.E. program they will be discussed in a most informal way with decision making and plan formulation to take place at future meetings called for that purpose to suit the needs and wishes of the Indian people. A similar introductory session will be arranged with the people of the Pleasant Point Reservation in the near future.

Discussion has also been held with Governor John Stevens and with other members of his staff as to the possibility of having Passamaquoddy Indian craftsmen, from both Reservations, attend and demonstrate their skills, at the ninth annual FUTURAMA being held by the Maine Federation of Business and Professional Women's Clubs, at the Augusta Armory on Saturday, 24 May 1969. Travel, food and lodging will have to be arranged for and the exhibition fees paid. This would be the first time that Maine's Passamaquoddy Indians have represented themselves at this outstanding State-wide event, which can bring excellent publicity to the Tribe and an increase in advertising and sales for their economic benefit as well as to develop a greater cultural pride and appreciation of their own abilities in the Indian people themselves. It can also benefit the people of the State of Maine in an increased understanding and appreciation of Maine's Indians.

The project has been proposed by Mr. Terry to Mr. John Moran of the Maine State Department of Education. This can be the primary exploration into a proposal of eventually having the artists and craftsmen of the Passamaquoddy Tribe visit and display their craft and artistic skills to the students of the Public schools of Maine, which could be of extreme mutual benefit to both the children of our State and to the Indian people themselves. Good publicity, such as this can bring, is especially desirable at this time and needs to be expanded from the small beginnings, such as the excellent article which appeared in the *Calais Advertiser* for 10 April, 1969, "A Good Basket Is Made To Last," by Steve Takach in his section 'Beating Round the Bush.' The story, well illustrated with photos, is the work of Mr. Ed Socobasin of the Peter Dana Point, Princeton Strip, group of Passamaquoddy Indians.

Proposals: The general concepts of Adult Basic Education can have very little real meaning and significance for the Passamaquoddy Indian people unless they point and lead the way to ultimate goals of better living and achievements in a real and practical sense. Learning to "read, rite and reckon" could be a fine and great personal satisfaction, but learning to live with themselves, with their contemporaries and with the world in the fullest and most complete way and taking their rightful place in their State and their Country plus the realization of their own personal worth and their Tribal and cultural values as contributing factors to America should be greater standards and goals for achievement. First they must know who they are. They should know why they are who they are. And it would help for them to know how and why they have arrived at the conditions in which they now find themselves. They should know the ways and the lives and history of other Indian tribes of America, including those of their Canadian neighbors. They should study and know the economic advances of some of the Tribes of Indians of the United States and they should realize that they are advanced beyond many others and have yet to achieve the advancement of some Tribes. Those individuals and groups who wish to study in the most elemental educational areas should have every opportunity made available for them to do so and they should be encouraged to advance as far as they wish. There should be no deterrent to the educational progress of any Passamaquoddy Indian. They must be encouraged to achieve in all areas of learning to the most high educational goals in the greatest and most learned professions. For example, the University of New Mexico at Albuquerque offers a Legal education to any American Indian in that field and all who have the desire and ability must be encouraged and assisted.

Aside from the straight academic procedures, which must be made available to the Adult Indians of the Passamaquoddy Tribe, every new and experimental technique in the area of education should be considered. Outstanding work is being done in Sioux Indian Education by Dr. John Bryde at Fort Yates, North Dakota, who is an acquaintance of the Project Director. The exceptional school structure at Rough Rock on the Navaho Reservation in Arizona, the work of Dr. Robert Roessel, is another outstanding example of new thought in Indian education and should be studied and gleaned for possible application for the Passamaquoddy's.

The Director feels that the most ideal way for the Indian Adults of this Tribe to gain a usable education would be through study travel and he plans several proposals along this line. If the Indian people, as has been evidenced in several individual cases, could travel and first hand see and evaluate the situations of other tribal groups, in both educational and vocational aspects, they could benefit greatly and would then be better prepared to evaluate and improve their own situation. Another project to be proposed, as has already been mentioned, is to establish traveling groups of Indian craftsmen, artists, singers, dancers and story tellers on circuits throughout the entire school systems of the State of Maine for the edification of the students and the citizens of the State as well as for the mutual benefit of the Indian tribesmen. This eventually could be expanded to include the national circuits of Ceremonials and Pow-wows as is done by the Indians of many tribes throughout the country. This again could be a beneficial educational experience.

The Potential: In conclusion the Project Director wishes to express his belief that for the Passamaquoddy Indians there is no end to what they may achieve. His experience as Director of the Manpower Retraining Project for the Alabama and Coushatta Tribes of east Texas, who had nothing left but their language, and who now have thrown aside their mantle of great shyness and timidity, typical of many such woodlands people, with great pride and dignity, and with considerable financial success, are operating their own Tribal Enterprise. This is with much joy and pride on the part of the people of Texas. The same and more can happen for the Passamaquoddy Indians of the State of Maine if the proper climate and conditions for success are created for them. This, the Director believes, should be the primary concern of the Adult Basic Education Project.

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5 May 1969

CHAPTER XII APPENDIX

A.B.E. EVALUATION PROJECT VISITATION SCHEDULE

Date	Location	Appointment	Approx. Departure
February 5, Wednesday	Waterville	3:00 P.M.	1:30 P.M.
February 6, Thursday	Bangor	6:30 P.M.	
February 13, Thursday	Saco	4:00 P.M.	12:30 P.M.
	Biddeford	6:00 P.M.	Same
February 27, Thursday	Portland	4:30 P.M.	1:00 P.M.
Portland visit cancelled due to snow, rescheduled April 9, 1969			
March 3, Monday	Presque Isle	4:00 P.M.	1:00 P.M.
March 6, Thursday	Augusta	3:00 P.M.	1:00 P.M.
March 10, Monday	Richmond	3:30 P.M.	1:30 P.M.
March 11, Tuesday	Ellsworth	4:00 P.M.	
March 13, Thursday	Camden	3:00 P.M.	1:30 P.M.
March 17, Monday	Lovell	4:00 P.M.	1:00 P.M.
March 20, Thursday	Van Buren	4:30 P.M.	1:00 P.M.
March 24, Monday	South Paris	4:00 P.M.	1:00 P.M.
March 27, Thursday	Lewiston	4:00 P.M.	1:30 P.M.
April 3, Thursday	Fort Kent	5:00 P.M.	1:00 P.M.
April 7, Monday	Carmel-Dixmont	3:00 P.M.	2:15 P.M.
April 10, Thursday	Old Town	3:00 P.M.	2:30 P.M.
April 21, Monday	Thomaston	4:00 P.M.	1:00 P.M.
	Thomaston Prison	7:00 P.M.	Same

R S J 1

READING PLACEMENT TEST

Name ....

J.C. #..........................

INSTRUCTIONS: Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense in the blank by making a heavy black mark between the dotted lines by this word. Look at the first sentence. The missing word is chosen from the words under number 1, The correct word, "nickel," has been marked with a heavy line between the dotted lines. Try the next one.

Five cents is called a ___1___.

To stop a car you step on the ___2___.

1		2	
penny	☐	gas	☐
quarter	☐	brake	☐
nickel	■	horn	☐
dollar	☐	cake	☐

What a difference there is between a bark and a growl! When a dog barks he throws his head high. A bark is not a war cry. But when a dog growls, he 3 his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no 4 .

3	4
heads	friend
raises	safety
lowers	danger
looses	house

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other 5 that do eat plants. Mr. Sam Quick sells ladybugs to 6 . Many men work for him. Mr. Quick's men look in trees for sleeping 7 . They sleep on cool tree leaves. The men put sheets on the ground. Then they shake the 8 . When the bugs fall, the men pick up the 9 . The ladybugs are inside.

5	6	7	8	9
plants	farmers	plants	trees	ladybug
ladybugs	gardens	ladybugs	sheets	trees
bugs	grocers	farmers	plants	plants
ladies	housewives	quietly	grass	sheets

R S J 1

Name ....

J.C. #....................

Two million tons of coal burned every minute would not equal the 10 that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth England's pleasant green countryside would be as cold as Labrador, which is no farther north than England. If this "river of blue" were cooled as much as fifteen 11 , England, Scandinavia, Northern France and Germany would probably become a region for the 12 only.

10	11	12
heat	inches	heat
cold	degrees	trees
water	months	water
river	tons	Eskimos

My interest in octopuses started a few years ago in Palm Beach. I watched a pair of ___13___ in two six-foot tanks at the Marine Biological Laboratory. With their tentacles ___14___ they were a couple of feet across. I was fascinated by the way they moved about, their miraculous way of changing color, the way they caught little crabs with a sudden flip of their ___15___, and by their almost human eyes that seemed amazingly intelligent.

……

Spiders, though not generally popular, are true friends of man, and scientists believe that human life could not survive without them. For a spider's life is devoted to snaring and devouring insects which might otherwise ___16___ and desolate the earth. It has been estimated that each year the spiders in England and Wales destroy ___17___ more than equal in weight to the entire human population of that area.

13	14	15	16	17
glasses	off	tentacles	multiply	webs
fish	entended	hands	divide	plants
they	invented	feet	fly	animals
them	arms	tails	arrive	insects

R S J

Name ________________

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin hats who do ___18___ duty outside Buckingham Palace and other royal ___19___. The Brigade of Guards is an example of spit-and-polish, parade-ground perfection. But though they exhibit the elegence of musical comedy soldiers, the Guards in time of war are chosen for some of the toughest frontline fighting jobs. Since 1660 they have taken part in almost every great campaign the British have fought. For three ___20___ the Guards' tradition of iron discipline has been a force in molding British character. Even under appalling ___21___, they have ___22___ set an example of flawless discipline.

18	19	20	21	22
sightseeing	carriages	hundred	conduct	never
combat	ceremonies	centuries	requests	sometimes
aviation	residences	decades	conditions	then
sentry	relatives	years	selection	always

The history of the protozoa, as microbiologist Roman Vishnaic tells it, started with the formation of the earth, a process that scientists estimate began three or four million years ago. A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the heaviest elements of our present chemical centrally and worked outward to the ___23___, principally hydrogen and oxygen, the components of water; these intermingled and rose in blankets of ___24___ many miles high. On the ___25___ surface the continental platforms floated into place; the global covering gradually hardened and cooled so that it could receive the vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam and sending it aloft again. When this happened, the heavy clouds, piled on each other mile after lofty mile, loosed their burdens like weary sponges; the skies were cleared by ___26___ that lasted centuries, filling the ocean beds. All this for protozoa, Vishnaic says happily, for life began in the ___27___

23	24	25	26	27
heaviest	wool	sun's	clouds	sky
lighest	air	earth's	sunshine	universe
weakest	heat	moon's	rain	sea
darkest	clouds	river's	mist	air

NAME .... SS # .... Score ☐

Reading Placement Test, RJLP1, for Graded Reading Selections, Levels 1-5

Sample Item: The new snow was very ___1___

1)..........hot
..........cold
..........black
..........winter

A way has been found to get you safely out of a plane. First, ___1___ would hit the escape switch. Your ___2___ top would fall away. A rocket would ___3___. This would send the seat and you ___4___ of the plane. Fins would spring out of the seat. ___5___ keep you from rolling. Then. another ___6___ would go off. This is to get you out of the seat as you are ___7___ Then, your parachute ___8___ like a large flower.

1)..........you
..........it
..........the plane
..........your

2)..........red
..........own
..........car
..........plane's

3..........sit up
..........go off
..........ring
..........safely

4)..........up and out
..........without
..........inside out
..........to and fro

5)..........them
..........it
..........these
..........the

6)..........seat
..........plane
..........rocket
..........top

7)..........landed
..........rising
..........swimming
..........falling

8)..........**opens**
..........**closes**
..........**sounds**
..........**keeps**

It was 50 degrees below zero. The 9 blew hard. A group of five tired men pushed their way through the high 10 . They wanted to be the first to 11 the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had 12 on the coast of Anartica. A camp was set up. Some of the men stayed 13 to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound 14 .

9)..........cold
..........wind
..........windy
..........water

10)..........snow
..........grass
..........way
..........green

11)..........climb
..........paint
..........live
..........reach

12)..........discovered
..........left
..........landed
..........climbed

13)..........there
..........with
..........afloat
..........asleep

14)..........balloon
..........truck
..........boat
..........sled

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the 15 by a balloon. The man in the 16 was major Simons. In the daytime the sun made the ball very hot, but an air cooler kept Simons 17 . At night it became cold. Then a heater kept him 18 . Down on the earth men were tracking the 19 . A truck tried to stay 20 the balloon all the time. Simons was 21 to talk with the men by radio. He said he was 22 into a storm.

15)..........mountain
..........sky
..........planet
..........building

16)..........rocket
..........balloon
..........ball
..........moonship

17)..........quiet
..........cool
..........warm
..........high

18)..........sleepy
..........fed
..........hungry
..........warm

19)..........sun
..........satellite
..........stars
..........balloon

20)..........below
..........by
..........beside
..........over

21)..........able
..........first
..........unlikely
..........not

22)..........outside
..........beginning
..........heading
..........jumping

In the summer of 1957, men built a small town at the South Pole. They knew life would be 23 . Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they 24 their houses. All buildings were joined 25 by snow tunnels. The men knew that for days it would stay more than 80 26 below zero. Because of these snow 27 they did not have to go outside very often. Going outside when it is even 60 degrees below 28 is very hard on a man.

23)..........long
..........soft
..........hard
..........warm

24)..........burned
..........wrecked
..........froze
..........built

25)..........apart
..........together
..........each
..........between

26)..........minutes
..........degrees
..........hours
..........miles

27)..........tunnels
..........roads
..........plows
..........huts

28)..........zero
..........80
..........100
..........ground

All forms of movement are the results of pushing or pulling. When you walk, your feet 29 against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be 30 . For their movement, automobiles and locomotives depend on the friction of their 31 against whatever supports them: road surface or 32 . Without 33 , the wheels would spin around, but the 34 would get nowhere. Yet a rocket out in space has nothing around it; it moves in a 35 . The rocket carries with it something it can push against: its fuel.

29)..........fall
..........pull
..........float
..........push

30)..........smooth
..........tiring
..........impossible
..........assured

31)..........brakes
..........wheels
..........transmission
..........acceleration

32)..........rails
..........dirt
..........concrete
..........tires

33)..........steam
..........paved roads
..........fuel
..........friction

34)..........vehicles
..........roads
..........rails
..........friction

35)..........centrifuge
..........satellite
..........vacuum
..........suction

NAME .... SS # .... Score ☐

Placement Test for Graded Reading Selections: RJUP 1: Levels 5-9

Sample Item: The new snow was very 1 .

1)..........hot
..........cold
..........black
..........white

On the water, as on land, the fire fighter never forgets the great importance of the first five minutes of a fire. Even more than land fires, waterfront fires have a way of 1 in a few minutes from a small fire into a 2 blaze. This is partly due to the fact that the pier and warehouses are made of wood and tar which 3 easily. A fire puts up its most 4 fight among the heavy piles under the 5 and warehouses. The 6 are driven into the bottom close together. Since there is little space 7 then, the streams of water cannot reach the burning 8 , and the fire spreads quickly as it passes from one pile to the other.

1)..........decreasing
..........being
..........staying
..........changing

2)..........small
..........huge
..........smouldering
..........limited

3..........burn
..........rot
..........fall
..........melt

4)..........changing
..........stunning
..........stubborn
..........incensed

5)..........boats
..........piles
..........piers
..........waterfront

6)..........fire engine
..........piers
..........warehouses
..........piles

7)..........between
..........in
..........toward
..........after

8)..........water
..........areas
..........houses
..........warehouses

Screwdriver and splicing knife hanging from his belt, the telephone man keeps history's happiest invention humming from coast to coast. He watches over 265 million miles of ___9___ , waging war against storm, disaster and pesky animals that chew up or nest in his ___10___ . He hoists his lines over mountains with helicopters, shoots them acoss canyons with bow and ___11___ , strings them through dark conduits for ___12___ great cities. To every home and office he gains ready ___13___ exuding courtesy and ___14___ .

9)........wire
........water
........coastline
........film

10)........plants
........equipment
........clothing
........trees

11)........darts
........gun
........arrow
........stern

12)........better
........above
........beside
........beneath

13)........expense
........entrance
........exit
........entranced

14)........wires
........helpfulness
........sickness
........advancement

Engineers have created the first practical robot for steering an automobile. This electromechanical ___15___ can guide an automobile in ___16___ to signals from an electric cable beneath the highway pavement. Somewhat ___17___ automatic arrangements may someday permit commercial airlines to travel through the sky along ___18___ electronic air lanes. Under automatic ___19___ , aircraft will take off, fly precise air routes, and land without the ___20___ of human pilots, regardless of weather conditions. Automation has ___21___ many striking triumphs in the ___22___ of manufacturing. ___23___ one group of automatic machines turns out finished products, another ___24___ of robots will prepare these products for shipment to customers.

15)........robot
........engineer
........beacon
........report

16)........responded
........respond
........responsive
........response

17)........simultaneous
........similar
........familiar
........similarity

18)........invisible
........indefinite
........indelible
........informed

19)........authority
........elimination
........control
........recognition

20)........inactivity
........apprehension
........assistance
........elimination

21)........revalued
........perceived
........retrieved
........achieved

22)........part
........field
........cost
........reduction

23)........until
........while
........still
........soon

24)........equivalent
........manufacturer
........color
........battery

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts 25 the pull of gravity, just as they will when they are shot into space and again when the capsule 26 the earth's 27 after orbiting. Normal g-pull is the pull of earth's gravity on a human. The 28 of the pull is measured by the weight of the body. Scientists 29 that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will 30 during launching to a g-pull of about five that will last perhaps a minute.

25)..........prove
..........repudiate
..........experience
..........recognize

26)..........re-enters
..........reinforces
..........expels
..........engages

27)..........astrophysics
..........surface
..........astronomy
..........atmosphere

28)..........speed
..........force
..........time
..........distance

29)..........require
..........measure
..........estimate
..........evaluate

30)..........increase
..........modify
..........orbit
..........reject

From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind's 31 . I see progress in many fields of science .... physics, chemistry, and the so-called life sciences .... developing at such a rapid ever-increasing pace that I expect it to 32 within the near future in a mammoth breakthrough of 33 a breakthrough of such magnificent 34 that a way will at least be open for the control of all the terrible diseases that have baffled and 35 mankind through the 36 .

31)..........characteristics
..........history
..........category
..........century

32)..........contaminate
..........deteriorate
..........dwindle
..........culminate

33)..........obsolescence
..........knowledge
..........disease
..........irrelevance

34)..........fragility
..........proportions
..........detention
..........deception

35)..........planned
..........pleased
..........plagiarized
..........plagued

36)......centuries
..........year
..........research
..........physicians

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on Adult Education